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ABSTRACT

This document presents summaries of eleven speeches, a workshop, and one panel discussion presented at the First Annual High School Sports Conference sponsored by the British Columbia Federation of School Athletic Associations during 1976. Topics discussed in the speeches include: (1) the role of competition in extra-mural sports; (2) Title IX and sex discrimination; (3) nutrition and the athlete; (4) athletics and drug use; (5) building interest in athletic programs; (6) coaching certification; (7) codes of conduct for athletic coaches; (8) the role and application of psychology in coaching techniques; and (9) the views of one coach toward success and the means for achieving it. An outline of proceedings is presented for a workshop on the organization and running of an intramural sports program, in which the philosophy, organizational framework, facilities, activities, scheduling, publicity, awards, and officiating of intramural programs were examined. The final section of the report presents discussion on the role of athletics in high school from the viewpoint of the school administrator, the athletic coach, the athlete himself, and the parent. (MB)

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FIRST ANNUAL SPORTS CONFERENCE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROCEEDINGS 1976

See You In Vancouver - November, 3-5, 1977

SP 011 014

INDEX

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Forward. . . . . Page 1

Interschool Athletics - Competitive and Proud of it
Ed Carlin. . . . . Page 2 - 5

Title IX - Separate But Equal
John E. Roberts. . . . . Page 6 - 8

Nutrition and Athletics
Dr. Shirley Rushton. . . . . Page 9 - 10

Drugs and Athletics
Dr. Peter Grantham. . . . . Page 11 - 12

Building Interest in Your Athletic Program
Ed Fepple. . . . . Page 13 - 17

Separate But Equal - Where are we Going?
John E. Roberts. . . . . Page 18 - 20

Coaching Certification
Dr. Eric Broom. . . . . Page 21 - 22

Developing Codes of Conduct for Coaches
Wink Willox. . . . . Page 22 - 23

Developing Codes of Conduct for Coaches
Moira Colbourne. . . . . Page 24

How to Apply Psychology to Meaningful Coaching
Dr. Thomas Tutko. . . . . Page 25 - 35

Intramurals
Dr. Martin Hendy
Dr. Ian McGregor. . . . . Page 36 - 38

Panel Discussion: The Role of Athletics in High School
From an Administrator's Point of View
Lach Farrell. . . . . Page 38 - 40

From a Coach's Point of View
Bob Mackay. . . . . Page 41- 45

From an Athlete's Point of View
Gord Stewart. . . . . Page 45 - 47

From a Parent's Point of View
Nev Munro. . . . . Page 48 - 49

The Pyramid of Success
John R. Wooden. . . . . Page 50 - 60

FORWARD

As 'SPORT' grows qualitatively and quantitatively, there becomes an urgent need to update our teacher-coaches with the best thoughts and methods available. The First Annual High School Sports Conference sponsored by the BCFSAA was designed therefore, as a service to those vested with the responsibilities of conducting physical education and sport programs for the young people of our province. As we all know, in the area of sport, the effective teacher must be an administrator, businessman, educator and coach. Hopefully this conference has contributed toward making all who attended more aware and better prepared to meet their increasing responsibilities in our educational system.

This booklet is a record of most presentations made during the conference. Many of the presentations have been edited for brevity and to communicate as concisely as possible the speakers expressed views.

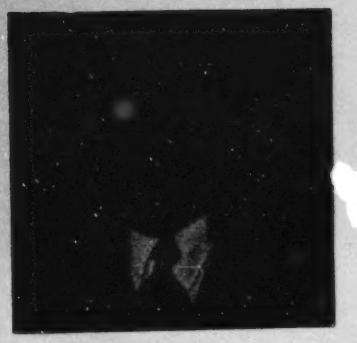
This our first edition of the proceedings, cannot capture the total excitement generated by the speakers, nor can it duplicate the important informal discussions and the entertainment and hospitality which were integral to the conference

An expression of 'thanks' to the Strathcona Fund for their subsidy to make this publication possible, our office secretarial staff for the many hours of transcribing and our Assistant Executive Secretary, Bobbie Lieb for the laborious job of editing. The BCFSAA is also deeply indebted to the many coaches, administrators and others who participated as speakers, workshop chairmen, committee members etc.

We encourage you to attend the Second Annual High School Sports Conference scheduled for November 3-5, 1977 in the greater Vancouver area. We also urge you to encourage your colleagues for as one delegate summed it up ... "the value of this conference extends beyond the P.E. teacher and coach - all educators could gain some insight into an overall philosophy of education, of athletics and of just generally dealing with young people."

Don Steen
Executive Secretary
B.C.F.S.A.A.

THE B.C. FEDERATION OF SCHOOL ATHLETIC ASSOCIATIONS WOULD LIKE TO ACKNOWLEDGE THE PARTICIPATION OF THE STRATHCONA FUND COMMITTEE WHO CONTINUE THEIR SUPPORT OF THE FEDERATION BY CONTRIBUTING THE MAJOR COSTS INVOLVED IN THE PRODUCTION OF THIS CONFERENCE NOTEBOOK. COMPLIMENTARY COPIES OF THIS NOTEBOOK ARE SENT TO ALL DELEGATES WHO ATTENDED THE FIRST ANNUAL HIGH SCHOOL SPORTS CONFERENCE.



J.S. Young photo

INTERSCHOOL ATHLETICS - COMPETITIVE AND PROUD OF IT

Ed Carlin

District Superintendent of Schools

West Vancouver, B.C.

My topic is "Interschool Athletics, Competitive And Proud Of It!" What I plan to do tonight is to put interschool athletics into perspective in education and in this day to day world.

I would like to make an application of our needs as human beings in relation to interschool athletics; give you a little historical sketch of interschool athletics in British Columbia and finally I would like to say why I am proud of interschool athletics generally, and specifically why I am proud of the B.C. Federation of School Athletic Associations. Then I would like to end with some friendly advice.

Public Schools Act says: The extramural program or the interschool program should be a healthy outgrowth of the intramural program.

Extramurals are related to physical education somehow, so the people teaching P.E. usually end up being the coaches.

B.C. is probably the one real hotbed of interschool athletics left in Canada. Yet, how long will it last? Athletics are in danger. People in other provinces have become disenchanted; they use interschool athletics for a weapon - they say if a levy (in the States) or a referendum (here) doesn't pass the first thing that goes is our extracurricular program. If cutbacks have to be made because of the high cost of education, some administrators have said, "Let's cut back our services - the things we do for nothing - like interschool athletics."

The community and the school think it's very important. Yet the government does not when it comes to providing money, and you wouldn't have much of a school without it.

I tie this concern for athletics into our growing concern for health , what schools are and what our mandate is. When I talk about health I mean social health, emotional health, spiritual health besides physical health and mental health.

How does competition tie in with all this health? Is there a relationship?

First let me talk about phylogenetic factors. I want to make some assumptions that some things are innate within the human being.

1. Aggression - the human being will aggress to survive, to stay alive.
2. Establishing territory or turf - people's need for turf; not just property but achievement, reputation, finances, people that mean something to you, where you stand within a group, etc.
3. Bonding - the need to socialize.
4. Establishing pecking order - people will automatically establish a pecking order; they will force it upon themselves; designate leaders, lieutenants and those at the bottom of the pecking order (all with certain qualities).
5. Need for a social contract - wanting to put chaos into order.

These are genetic factors. They are not learned; people are born with them. They will happen. Wars, literature, philosophy substantiate this. So does the classroom.

How do these phylogenetic factors apply to interschool athletics?

It is a bonding to an established territory in an aggressive manner in a socially acceptable way - that is to say - it takes a collection of people who want to defend or establish a territory and they are going to do it in an aggressive manner yet in a socially acceptable way (everybody agrees to do it).

This whole thing is tied in with values - spiritual values. So we come to what is really going on in interschool athletics. It's dealing with a group of people socially, emotionally, spiritually, physically and intellectually in such a manner that they are trying to achieve something. It's really nothing more or nothing less than that.

So I am saying that extramurals are a vehicle which fulfills innate needs. You couldn't eliminate it if you wanted to; the kids would do it regardless, in some form, because it is there to be done.

It also does something else; it goes beyond those five factors I talked about. It goes into something spiritual in that the reputation the school has, the school spirit, the feeling for the school, the nostalgia, the thrills of the game, and the highs and lows are a spiritual aspect and a crucial thing, a very needed thing and something probably not exercised enough in this day and age when people really don't tie their kit to much of anything.

The leader however, is the key to making anything work. The values and objectives of the leader must be valid.

Therefore if interschool athletics don't work then we must look at ourselves as leaders because all the ingredients are there.

I take these phylogenetic factors and apply them to the classroom because one of the biggest problems that you seem to have had lately is that you feel threatened. There's been talk from outside that maybe what you are doing isn't good. People have questioned you. The BCTF has questioned you - your own profession. Some people say that competition isn't good. Some people say that it isn't being run in the appropriate fashion. Some people say it should be a different mix.

When I look at what happens in a school - there's something that I want to describe to you to see if you see it too.

I don't think anybody can learn unless they have a sense of dignity; unless they feel worthwhile. If they don't then they can't learn anything of any significance except fear.

One of our problems in school is we take a group of people, put them into a classroom, we create a pecking order and we naturally develop our own losers. That is inevitable whether we wish it or not.

Master teachers seem to be the only people who seem to be able to stop that. They can make everyone feel worthwhile. Everybody feels safe with the leader. Everybody is sure they can risk with the leader. If there's no leader in the class, some people don't dare risk.

A classroom is just a miniature world. When people say that interschool athletics create a pecking order and some kids don't get a chance and some people are being hurt by losing, I don't really think that they have got it in perspective when they look and see what's happening in schools. The problem in schools is that it's so subtle; the kid doesn't know what's happening to him.

One of the delights about sports is that when you lose it's quite obvious why you lost - you didn't win; you couldn't get enough points. You can point to something specific and that is what I feel is important. So in essence the extramural program is the ideal educational vehicle. It applies learned theory in a social, emotional, spiritual, physical setting in a socially acceptable way. It takes people in such a manner, teaches them theory, a collection of rules that people agree with, and they apply it. And the more you can hone that and the prettier you can do it, the better chance you have of winning and that's the poetry of interschool athletics.

According to Maslow, there are several levels of human behaviour. That is why people never seem to be satisfied; they are always aspiring to the next level.

1. Survival - the need to survive; a preoccupying behaviour
   - then your behaviour subtly changes to
2. Accumulation - so you can survive tomorrow
   - once you know you will survive tomorrow the next step is
3. Socialization - because you get lonely
   - you have a need to belong
   - once you've achieved that your next preoccupation is
4. The quality of that belonging - who are you in the group?
   - how important are you in this group?
   - where do you fit in all this?
   - what's your destiny?
   - where are you going?
   - what does he/she think of you?
   - once you get through all that you've finally reached the ultimate
5. Self-actualization - when you've settled all these problems you then and only then are a total human being.

The interesting thing about interschool sports is that it puts somebody's mind specifically on a project and that the self actualization involved is remarkable because you are going through so many rapid experiences at the same time. You are bonding with a collection of people and subduing your ego in such a fashion for a goal that it is an absolute high. When they talk about sports and getting high on sports, that's precisely what it is.

Interschool athletics has grown to such a sophistication. From the era of the P.T. teacher, the games teacher through the teacher shortage due to the war babies to the growth of league play. Athletics then began to become province wide. When transportation became a little easier we began to have zone championships such as Fraser Valley Championships, Kootenay Championships, etc. It was still difficult to keep leagues going - a tremendous expense. Then someone got the idea to start a province wide organization in about 1968.

So the BCFSAA came into being and over the years has had to fight several political battles - i.e. the battle of not everyone involved, the business of trying to get more people in, scurrying around involving and involving!

So if I have advice for you I think it's this. Be careful trying to do this. I think it's your long range goal but be careful.

One of the problems in education in our system is that we feel if everybody can't have it nobody should. That is a fallacy. We should strive to get it for everybody but if you are not going to start until everybody is there then you are in trouble. So keep doing what you are doing and don't overextend yourself.

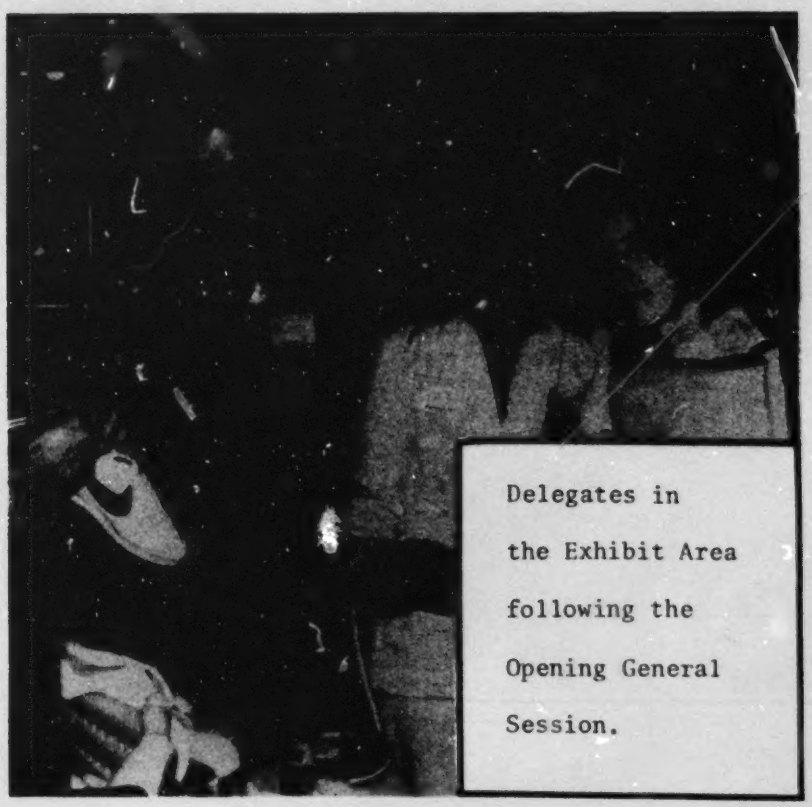
In thinking of these phylogenetic factors, I think they are a part of the nature of the species; they are a wealth and they are a curse. I don't think they can be eliminated. I think that they only can be directed. Inter-

school athletics direct them. That's why they are exciting. I think this Federation monitors this direction and I understand you people as the British Columbia Federation of School Athletic Associations, so you have an important role. I think your life is worthwhile if you give one child a worthwhile experience. I think that is the best way to measure education - if someone can have a worthwhile experience because of you.

And I think in education today in this time of doubt and hesitation, people are afraid to move, afraid to risk. I think what interschool athletics is doing is refreshing. It's directed, it's purposeful, it's healthy, and it certainly is worthwhile.

The final thing I want to say to you is that the only badge for good teaching is more work. All that happens if you are successful in teaching is that they pile more work on you. But the only honor you get in teaching is the kid that says, "I'm glad I met you and thanks a lot." So that's your merit in the long run.

So I say to you I'm glad I met you and thanks a lot.



Delegates in the Exhibit Area following the Opening General Session.

J.S. Young photo

8

TITLE IX - SEPARATE BUT EQUAL

John E. Roberts
Administrative Assistant
National Federation of State High School Associations

In view of the long, bitter and sometimes violent struggle of black people to gain equal educational opportunities in the United States and the ultimate decision by the U.S. Supreme Court that separate but equal schools were unconstitutional, it would probably have been best if athletic administrators in the United States had not chosen the phrase "separate but equal" to describe their philosophy and programs for boys and girls interscholastic athletics. The phrase sticks in the throats of some people. It turns other people completely off. Nonetheless, the idea and even the phrase "separate but equal" have been adopted by state high school associations in the conduct of interscholastic athletic programs.

Several months ago, I read a book called Simple Justice which describes the struggle of blacks in the U.S. to secure their rights to equality of education, culminating in Brown v. Board of Education of Topeka, Kansas, which struck down the separate but equal doctrine. As I read the book, I was outraged by the devices which were used to obstruct the road to integration of blacks and whites in education; and it began to haunt me that athletic administrators may now be placing similar obstructions in the road to integrating males and females in educational athletics. It haunts me that twenty years from now some young man will look at me, as I look at those twenty years ago, and, as I, be outraged at the separate but equal philosophy, policies and programs to which interscholastic athletic administrators have subscribed.

So it is not without a great deal of thought and research, as well as some reservations and qualifications, that the National Federation membership continues to endorse the separate but equal approach to interscholastic athletics, although I prefer we would call it by a different name.

One reason for our position is that many legal scholars do not believe the racial issue is precisely comparable to the sex issue. They do not believe that civil rights laws adopted to solve problems between the races are universally applicable to solving problems between the sexes.

Moreover, common sense supports and society demands that the sexes be separated for some activities when it would be illegal to separate the races.

But the more important reason for our continued endorsement of sex-separated interscholastic athletic programs is based on past and continuing studies that prove there are some significant differences in the sexes relative to athletic competition on the high school level - differences which may be diminishing but which, nevertheless, continue to exist.

For example, we have compared swimming and track and field performances and find that high school boys - whether on the national, state or local school levels - consistently do so much better than high school girls in these activities that, had girls and boys been competing together, girls would have been virtually eliminated from local teams as well as from state and national recognition.

However, we also have reason to believe that were performances in activities which emphasize flexibility and balance as easy to objectively measure as performances in activities which stress speed, strength and endurance, we would find that high school girls can consistently do better than high school boys in such activities.

However, these results tell us nothing about basic human value. That is, the results don't prove males superior to females or vice-versa. All the results tell us is that there have been and presently are some differences in the sexes with regard to athletic performance for high school age boys and girls. The differences may be inherent or they may be culturized, but in any event, they exist; and they indicate a need, for the present at least, to design interscholastic athletic programs which accomodate these differences, while still providing for equality of opportunity and treatment.

It has been the opinion of the National Federation membership that the approach which best takes into account the differences of the sexes, while still providing for equality of opportunity and treatment. is sex-separated interscholastic athletic programs. This approach, it is felt, best protects the girls program by prohibiting boys from raiding girls teams and eliminating girls opportunities; and this approach best promotes the girls program by prohibiting the outstanding female athletes from jumping to the boys program and taking their excellence and prestige with them.

The Attorney General in your neighboring state of Washington, in a formal legal opinion last March, described two types of discrimination on the basis of sex.

The first is discrimination against an individual without regard to that person's ability. For example, telling a boy he may not play on a girls team or telling a girl she may not play on a boys team solely because they are the wrong sex.

The second type of discrimination according to the Attorney General is that which results from a course of conduct which tends to exclude all but a few members of a sex from participating in a particular program. For example, while the establishment of a single team open to both sexes would eliminate discrimination for the first type, it might instead discriminte against the majority of girls who would end up to have no reasonable opportunity to be involved in the sport.

The National Federation philosophy is, in this context, a choice. It chooses as the lesser evil discrimination against the few - type 1 - rather than discrimination against the many - type 2. And implementation of this choice has been upheld in several Federal courts.

The Attorney General of Washington is among those legal authorities who interpret Federal courts in the U.S. as deciding, in the main, that the equal protection clause of the U.S. Constitution permits maintenance of separate boys only and girls only athletic teams as a legitimate answer to the problem posed by the second of the two types of discrimination.

However, the sex-separated programs have more difficulty in the face of state equal rights amendments such as the one in effect in Washington. But even there, the Washington Attorney General has written that separate but equal teams in the same sport has not been totally eliminated under the state E.R.A.

In fact, the Attorney General states it is conceivable a school district could maintain a boys only team in one sport while maintaining a girls only team in another sport - even under an equal rights amendment such as that in Washington. However, the boys and girls programs would have to be of equal stature and provide equal opportunity and treatment; and there would have to be some reason - facilities, finances, student interest - why duplicating the boys program separately for girls would be impractical.

But the strongest legal endorsement of sex-separated interscholastic athletic programs comes, of all places, from the regulations promulgated by the U.S. Department of Health, Education and Welfare to implement Title IX. This fact surprises many people. It particularly surprises those people who oppose competitive athletics and supported Title IX because they thought it would tear-down the so-called elitist programs and build-up the so-called mass-participation programs.

Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...." HEW's regulations for enforcing Title IX make provisions for sex-separated interscholastic athletic programs under a variety of situations - a clear indication that the sex-separated approach is not a discriminatory one.

Under Title IX, schools may conduct sex-separated programs in contact sports. They may conduct sex-separated programs in non-contact sports as well, provided neither sex is denied a comparable program. And Title IX even prohibits schools from sponsoring only a single team in a sport if one or the other sex is essentially without opportunity as a result of their being a unitary team rather than separate teams for each sex in that sport. In other words, if discrimination type 2 - of the majority - results from a single team, Title IX requires separate teams for boys and girls.

So, the Title IX regulations always permit and sometimes even require sex-separated interscholastic athletic programs. The sex-separated philosophy has, in essence, received legal sanction in the Title IX regulations.

I think it's important to emphasize, however, that neither the National Federation membership nor HEW's office of Civil Rights which is enforcing Title IX believe that the separate programs for boys and girls must be identical. The National Federation doesn't think identical programs are necessary to satisfy educational objectives and HEW's Office of Civil Rights doesn't think identical programs are necessary to satisfy the law.

Under Title IX, schools can sponsor the same sport for boys and girls at different times of the year, or different sports at the same time of year. If girls do not want to have a team in a sport for which boys have a team, the school is not required under Title IX to sponsor a girls team in that sport.

However, it is not legal under Title IX, nor is it educationally desirable under the National Federation philosophy, to provide either the boys or the girls program with inferior services and supplies. Of course, because the sports may differ, so may the services and supplies; and because these may differ, so may the expenditures. Title IX permits these differences.

Title IX does not require identical sports, identical services, identical supplies, or equal expenditures. Title IX merely requires that athletic opportunities as well as services, supplies and expenditures be provided to girls to the same degree they are provided boys. And this fits exactly the definition of equality in athletics to which the National Federation membership subscribes and which their member schools have been trying to implement through sex-separated programs of interscholastic athletics.

The praseology must change. "Separate but equal" hurts our cause. But the concept of sex-separated programs is sound and, for the present at least and on the high school level at least, should be maintained for competitive athletes. It is an educationally sound approach to interscholastic athletics. And it has been found to be a legally sound approach under a variety of court decisions and laws - including Title IX.

Those of you who are interested are invited to pursue this subject further during this afternoon's workshops. We will examine particularly the position on Title IX taken by the critics of interscholastic athletics and we will review litigation and legislation subsequent to Title IX which have bearing on the sex-separated approach to interscholastic athletics.

NUTRITION AND ATHLETICS

Dr. Shirley Rushton, (M.D.)

The well being and performance of an athlete are related to nutrition. Eating the correct food helps one maintain desirable body weight, stay physically fit and establish optimal nerve muscle reflexes. The question is what are the right foods? Miracle foods do not exist and no amount of popping pills into ones mouth can substitute for a balanced diet. In fact my guess is that North Americans are passing the most expensive and colourful urine of all time and that the sewers contain millions of floating dollars.

The diet should contain 10-20% protein... 50-55% carbohydrates... 30-35% fat... essential vitamin, minerals and roughage or fibre. A daily food guide is outlined on the sheet; also the vitamins required.

Athletes frequently abuse vitamins in the hope that they will provide energy or build tissue however they serve only as catalysts for the transformation of energy and as yet we haven't any evidence that exercise increases vitamin requirements. In fact what worries me is that people may do themselves harm as we know that vitamins A, D in excess are toxic. Vitamin E has been claimed by many people to be the 'elixir of eternal life' but as you can see only a small amount is needed daily.

The amount of roughage (fibre) in the diet is extremely important to make the bowels move regularly. Western diets contain too many sweet refined foods and constipation is a common complaint, also tooth decay. Raw vegetables, fruit and the addition of Bran to the diet, 2 tablespoons or more daily, and exercise of course, will usually cure this type of constipation. Incidently Dr. Denis Burkitts (famous English surgeon), hypothesis that constipation is a factor in the high incidence of cancer of the large bowel in the West makes a lot of sense. He feels that toxins produced by anaerobic bacteria irritate the lining of the colon and if faeces stay too long in the colon this will increase the risk. Water taken with meals also helps.

Minerals such as phosphorus and particularly calcium are required, for bone development; sodium and potassium are required for maintainance of fluid balance inside and outside the cells. Iron and copper are necessary for the formation of haemoglobin and myoglobin.

The amount of food the athlete requires depends on ones' size and weight, body build and the type of sport and conditioning programme one is undergoing. The range in calorie requirements varies from 3,000 - 6,000 K calories a day.

A gross measurement of nutritional status can be made by carefully following body weight and fatness. Athletes should not have over 15% body fat..

In the growing athlete high quality protein intakes are critical because most of it is incorporated into his increasing mass of body tissues including muscle. Protein intakes as high as 20% may be appropriate.

The word PROTEIN is derived from the Greek and means literally "to take first place". Its primary function being to build new tissue and maintain tissue already formed. The main element is nitrogen which does not occur in carbohydrate or fat. Only water exceeds protein in abundance in the body. Muscle contains the major portion but some is present in the blood, soft tissue, bone and teeth. The protein molecule is composed of chains of amino acids, the number and sequence determining the specific protein. There are more than 20 different kinds. Amino acids are the substances in the protein that contribute to the growth and mainenance of tissue. Eight of these are called essential (iso leucine, leucine, lysine, methionine, phenylalanine, threonine, tryptophan and valine) because the body cannot synthesise them fast enough without receiving them in the diet. The non essential ones can be synthesised by the body as required. A normal balanced diet contains all the essential and non essential amino acids.

The body's protein supplies are established at least 48 hours before game time, so eating a steak on the day of the event will not help an athlete's performance and may give him indigestion. Protein only furnishes 45 k / calories / gram so is not an efficient energy fuel and it usually takes more energy to metabolize and digest the excess protein. Text books say that athletes require 12% of their daily calories from protein and this supplies the recommended daily allowance of 1 GM/KG of body weight / day, but this is open to question as it appears that the Eastern Europeans are feeding their athletes more protein and that this may account for their superiority in the Olympics (as well as the fact that they are professionals in everything but name).

Football and Hockey players who are subject to a lot of tissue damage will require 2.5 GM / day. Vegetarians must be careful to eat high quality protein and essential amino acids. A mixture of nuts, whole grain cereal, roots and seeds should provide adequate amounts.

Athletes have special energy requirements because they use up more in physical activities than the normal sedentary individual whose main exercise appears to be walking from the refrigerator to the T.V. set... and sitting down again on the chesterfield. However increased appetite satisfies the athlete's demand.

Fats and carbohydrates are the primary fuels for the body. Fat provides more energy (9K. cals. / GM) than carbohydrate (4K. cals. / GM) but carbohydrate is a more efficient energy fuel and its intake must be high enough to ensure complete filling of muscle and liver glycogen stores, i.e. around 50% of the diet.

Fats are used by the body as a fuel for low intensity exercise. Carbohydrates are used almost exclusively during heavy physical exersion and during endurance events like marathon running where exercise lasts more than one hour. Preparation for events like this should begin 4-5 days before competition. Glycogen reserves in muscles can become supersaturated if stores are depleted by hard training accompanied by high protein and fat and low carbohydrate diet. 48 hours before the contest, a high carbohydrate diet is eaten and training stopped 30 hours before the competition to allow the muscles times for a complete recovery and build up of glycogen.

Some athletes are unable to use this technique developed in Scandanavia as they experience heaviness and stiffness in their muscles due to the water retention which occurs along with the glycogen build up.

The pre contest meal if made up of conventional foods should be 4-5 hours before the event, otherwise the keyed up athlete may compete with food in his stomach and suffer cramps, nausea and vomiting. Food like cabbage which produce excessive gas should be avoided. The nervous athlete may not be able to eat so they can be given a liquid meal containing essential nutrients as it is easier to digest.

During prolonged contests athletes require water and carbohydrate in tablet or liquid form. If the weather is very hot the salt intake should be increased in the food and more liquid drunk to compensate for sweating losses.

Finally to digress I can't help worrying about the turn of events in sports today where to win at any cost one requires an entourage of scientists, politicians and biased judges in many events. However maybe there will be enough benefits to the rest of mankind to compensate for this state of affairs.

DRUGS AND ATHLETICS

Dr. Peter Grantham, (M.D.)

Man has long sought to improve his lot through various exogenous means in various ways. At the present time, society's admiration for our mastery of science and continuing wonder at our technology has lead to a state of toxicomia (pill popping society) and what writers call psychopharmaka where there is a general tendency for the population to feel that functioning in various ways cannot be carried out normally without ingestion of some pill, totally ignoring the natural resistance of the human organism to disease and the documented salubrious effects of plentiful things such as fresh air, good diet, adequate rest, a passage of time, and a normal amount of physical exercise.

The definition of doping as it applies to athletics is generally accepted as "the administration to a healthy individual of a foreign agent or a metabolite in abnormal quantities (introduced by whatever route) with the sole object of increasing artificially and in an unfair manner the performance of that subject while participating in a competition (certain physiological procedures designed to increase performance may be regarded as doping)."

The misguided use of ergogenic aids and other forms of doping in an attempt to improve athletic performance is contrary to good medical care, often harmful to physical and mental health and is certainly universally counter to ethical and sportsman-like participation in athletics.

Ergogenic aids may be of three types: 1) physical
2) nutritional
3) pharmacological

and there is much truth in the statement that "doping is more an art than a science."

1. Physical
   a) various physiotherapeutic modalities and acupuncture
   b) Oxygen
   c) Blood
2. Nutritional
   a) Sugar in its various forms
   b) vitamins often used in large or megadoses, particularly B3, C and E
3. Pharmacological
   Drugs have two actions, first their pharmacological effect and second, psychological or placebo effect.

Universally unacceptable drugs in most international lists are divided into four categories. A practical approach to them requires consideration of three criteria:

1) are they of potential advantage?
2) are they in practical use?
3) can we detect them noninvasively?

These four categories are:

a) Sympathomimetic amines
b) Psychomotor drugs, such as amphetamines, tranquillizers, sedatives, anti-depressants
c) Central nervous system stimulants
d) Narcotics and Analgesics

There are however a long list of other drugs that may be called "questionable" drugs that may be generally considered permissable if there are present appropriate therapeutic indications for their use and it is in the wide spread use of these drugs that some interesting medical and moral considerations arise, e.g.:

a) antihistamines for hay fever
b) ASA
c) PBZ, Motrin, Indocid, Naproxen
d) cortisone
e) ergot for migraine
f) thiazide diuretics
g) local anesthetics
h) vasodilators - for example, Roniacol
i) muscle relaxants
j) hormones - thyroid
- estrogen/progestin
- testosterone
- anabolic steroids

The current controversial problems are amphetamines, Vitamin E, anabolic steroids and the matter of blood doping. Certainly doping is a fairly widespread practice, it is considered to be an undesirable component of our psychopharmaka and is generally bad medicine and poor sportsmanship. There is also considerable discussion about the appropriate utilization of flu and cold vaccines in groups of athletes. The present state of our art is not particularly helpful in these regards.

"One of the strong points in the Conference, I thought, was that people were encouraged to examine their philosophy as related to athletics as well as looking at the content areas and operational aspects.

Although a great deal of work to sponsor, a Conference of this nature allows a variety of people to meet and focus on the topics."

... George Longstaff
Supervisor of P.E.
Coquitlam

BUILDING INTEREST IN YOUR ATHLETIC PROGRAM

Ed Pepple

Mercer Island High School, Wash. State

I. Good athletic programs just don't happen.
- a. Result of good coaches or good athletic directors
- b. Good generals make good armies, good business men make successful businesses
- c. All schools have good kids - eager to succeed - to participate
    1. They need direction
    2. They need leadership
    3. They need a good program
- d. Too many people minimize the role of the coach or A.D.
    1. John Wooden
    2. Bob Knight
    3. Marv Harshman
    4. Bear Bryant
    5. Why are they successful wherever they've been?
- e. Why do some schools have successful debate teams year after year?
    1. Bands
    2. Drill teams
    3. Distributive Education - MI
    4. It's back to the leadership
- f. Don't waste any time making excuses why your program isn't successful.
    1. If you are thinking - look where he coaches
        - a. Excuses won't win for you
        - b. Excuses won't build enthusiasm
        - c. Excuses won't build a strong program
        - d. Excuses are only for the losers and failures
    2. Spend the excuse-making time rolling up your sleeves

II. I feel Mercer Island is the best basketball coaching job in the state of Washington.
- a. Tremendous community interest and support
- b. A respected basketball reputation
- c. Sympathetic and supportive administrators
- d. An excellent coaching staff
- e. Outstanding boys and girls to work with
- f. Supportive parents
- g. It wasn't always that way
    1. Arrived nine years ago, 1967-68
    2. No outright championships since school opened in 1958
    3. Previous coach fired and I was warned not to take the job
    4. Mercer Island itis...
        - a. Biggest obstacle
        - b. Negative, pessimistic attitude
        - c. Coaches didn't believe in kids
    5. Teams blowing bit leads - choking up
- h. How it turned around
    1. Broke down resistance
        - a. Old traditions
        - b. Losing attitude

1. Mercer Island Pride - 1977
    1. Last nine years - seven league titles, two seconds
    2. Last year - MI won conference championships in seven sports
        a. Five district championships
        b. Two state championships
    3. We now have one of the best all-around athletic programs in the state
    4. I'm proud to be part of it

III. Where do you start building a program?
a. Proper leadership is number one
    1. Dedicated coaches
    2. Hard working coaches
    3. Enthusiastic coaches - enthusiasm is infectious
    4. Coaches with pride and a positive attitude
    5. Work on motivating the kids
    6. Be able to demonstrate organization
    7. Coaches must be salesman
        a. Sold and sell his product
        b. Organize a good product, program, team, etc.
    8. Proper leaders will figure out ways of building enthusiasm
        a. This clinic - others like it
        b. John Wooden, Dr. Thomas Tutko

b. Adopt a winning philosophy - strive to win
    1. Have fun
    2. Make playing something kids want to do
    3. Be part of program - status
        a. Playing is the "thing to do"

c. Hard Work
    1. Brain picking
        a.e.g: Les Habegger, Marv Harshman
    2. Attending clinics
    3. Writing letters
    4. Speaking at clinics - The clinician learns - look at Dals
    5. Sacrifices
        a. Coaches
        b. Players
    6. Study what the "Great" ones do
        a. Coaches
        b. A.D.'s
        c. Teachers
        d. Businessmen
        e. Leaders
        f. Don't be afraid "to steal"

d. Involvement - get people involved
    1. Program isn't just for the coach and players
    2. Student body
        a. Managers
        b. Statisticians - OER

c. Secretaries - Basketball T.A.
d. Cheerleaders
    (1) Encouragement
    (2) Include the yell staff
    (3) Lockers
    (4) Kidnapping
e. Pep club
    (1) Pep baskets
    (2) Signs
    (3) Decorate locker room
f. Mercer Girls - Service
    (1) Usher awards
    (2) Programs for games
g. Audio Visual
h. Band

3. Faculty
    a. Advisors of clubs
    b. Ask for help - thank yous
    c. Score keepers
    d. Public address

4. Coaching
    a. Give assistants recognition
    b. Give responsibilities
    c. Jr. High coaches - apple pie meeting
        (1) Mail practice plans
        (2) Invite Jr. High teams to attend games
        (3) Use them to scout games
    d. No conflict of sports interest
    e. Work for total program
    f. Coaches get togethers
        (1) After football - basketball games
        (2) Wives involved

5. Community involvement
    a. Clinics for other groups
        (1) CYO
        (2) Boys Club
    b. Service Clubs - speak each year
    c. Invitation to programs
        (1) Parents night
        (2) Awards program
    d. Calendars - team schedules
    e. Little dribbler program
        (1) Helps raise almost $4,000 for trip to National Tournament in Texas
    f. Parks and Recreation Department
        (1) Clinics
        (2) Open - Recreational gym
        (3) Use school facilities

6. Parental involvement - educate
    a. Letters - keep them posted
    b. Pre-season handout - sign and return
    c. Player notebook - sign and return
    d. Parents' night
    e. POPS - Parents for Players
        (1) Bulletin mailed out - maps, general information
        (2) Rooting section
        (3) Bus to Vancouver, Wa. game
        (4) Awards program
        (5) Sometimes more of us than home team
        (6) Home visits

e. Build a strong foundation
    1. Attractive programs for our kids
    2. Feeder program - begins in elementary
        a. Little Dribblers - 150-200 boys
            (1) National - how it started
            (2) Six years to National Tournament
            (3) Goal of many youngsters - be a little dribbler
            (4) High school team coaches - young players idolize Islanders
            (5) When you mention Little Dribblers on Mercer Island, very few people don't know about it
    3. Overseas trips
        a. Summer 1975
            (1) Australia, New Zealand, Fiji
        b. Summer 1976
            (1) Boys, England, Holland, France Switzerland
            (2) Girls, Australia, New Zealand, Hawaii
        c. Summer 1977
            (1) Central Europe - boys
            (2) Australia and Fiji - boys
            (3) Co-ed tennis, Scandanavia, England
        d. Future - who knows?
        e. Very successful trips; gets kids and parents enthused and excited
    4. Summer programs
        a. Clinics
        b. Summer league - chance to play -- there was no league, we started our own
    5. Intramural program - basketball only
        a. 30 teams - boys
        b. 200 players
            (1) T-shirt, uniforms
        c. Faculty teams - two
        d. Many kids who could make Varsity at other schools - can't at MI
            (1) Intramurals great for them
            (2) Kings School game - Nov. 1973
    6. Youngsters want to someday be part of our program

f. Publicize your team on program

1. Kids, parents like to read about themselves
2. Newspapers
3. Bulletin boards - school
4. Reader boards - community
5. School radio station-KMIH broadcasts games with player and coach interviews
6. Basketball (or other program) needs to be topic of conversation
    a. Midnight practice - Varsity
    b. Haircuts short
        (1) Kids hate it - but love it
    c. Super Sophomores
        (1) Looked down on
        (2) Coach Bridgman - gimmicks
            (a) Haircut party - movies
            (b) Camp-out practice
            (c) Gym - "Home of the Super Sophs"
            (d) Basketball - '60'
    d. Varsity retreat

g. Mercer Island Pride

1. Basketball shirts - dozens of them
2. Success breeds success and interest
3. Pictures in office - graduates
4. Attractive well designed equipment
5. Team Blazers
6. Teams look sharp - show class
7. Emotional control - no t's

There is no big secret to building interest in an athletic program. The recipe is simple:

> Take a coach who is willing to give of himself to his kids. Mix a lot of hard work and sacrifice with a ton of enthusiasm. Stir in some willing youngsters and understanding parents and bake it over and over.

I think coaching is one of the greatest things a person can do. I'm proud to be in the profession and I'm equally proud that you invited me here to speak to you. Good luck to all of you in the upcoming season.

"The real value of a conference is what happens afterwards, when delegates return home. What changes do delegates make in their programs, performance, etc.?"

... Pete Moody
Assistant Professor
University of B.C.

SEPARATE BUT EQUAL - WHERE ARE WE GOING?

John E. Roberts
Administrative Assistant
National Federation of State High School Associations

This workshop is supposed to answer the question "Separate but Equal: Where Do We Go From Here?" The answer, I guess, depends on your point of view.

It is my understanding there are people in British Columbia, as in the United States, who believe the only way to eliminate sex-discrimination in school activities is to open all programs to all people. Evidently, they would make a different choice than has the National Federation membership; they would choose discrimination of the second type - against the many - over discrimination of the first type - against the few.

But it may be that these people are only using the sex-discrimination issue as a tool - as a device in affecting a greater change in school physical activities programs. These people, as those in the United States who supported the Title IX regulations which they thought would bring about the collapse of competitive athletic programs in schools and colleges, are against the emphasis and restrictive policies of competitive athletic programs.

The arguments are the same, whether in B.C. or the U.S. The critics say the emphasis on interscholastic athletics fosters elitism and selec ivity. Well, I agree; and I'm glad for it because this fosters dedication, sacrifice and excellence - areas in which non-competitive physical activity programs fail students miserably.

The critics also say that a disproportionate amount of time, money and effort is spend on a few gifted athletes at the expense of the majority of students. To this I vigorously disagree because interscholastic athletics in the U.S. long ago stopped involving the few, and the programs are not expensive.

Today, in the average U.S. high school, 50% of the student body is involved during the year as athletes, trainers, managers, cheerleaders or members of other support groups. And the portion of the total school budget which must go to the interscholastic athletic program in order for that program to sustain itself - that is, to make up the difference between expenses and revenue - ranges from 0% to 1%, depending on the laws of the state. In other words, 50% of the student body is involved in a program which uses less than 1% of the school budget in U.S. schools. This is more involvement than in non-competitive physical activity programs of many schools, and it is one of the most efficient cost-per-student breakdowns in the entire school curriculum.

Those people in the U.S. who tried to bury competitive athletics through the Title IX regulations have found instead that interest by students in non-competitive physical activity programs is at an all-time low, while the number of outraged parents - who find that their sons and daughters must take physical education together as a result of Title IX - is at an all-time high.

While physical education programs flounder, participation in competitive athletic programs in the U.S. is at an all-time high. The reason, we must assume, is that physical education is not meeting the needs of students. The Canadian Minister for Fitness and Amateur Sport, in addressing the Annual Meeting of the Canadian Federation of Provincial School Athletic Associations last month spoke about this same phenomenon in Canada and asked: "Why, for most students, is physical education something looked upon as unpleasant and to be shirked?"

On the other hand, girls and boys develop a sense of belonging in interscholastic athletics which is not met in non-competitive physical activity classes. Girls and boys develop a sense of achievement in interscholastic athletics which is unparalleled in the non-competitive program. They <u>like</u> the emphasis on competition and excellence and they like the excitement which surrounds the program.

And school administrators like to capitalize on the excitement generated by the interscholastic athletic program. In many communities, the interscholastic athletic program is the glue which holds the entire school together.

Interscholastic contests may be the forum where students and townspeople learn about many other school activities and are moved to support them. So, while interscholastic athletics may be over-emphasized in some communities, interscholastic athletics has brought awareness to under-emphasized school activities in many communities as well.

And teachers and administrators alike acknowledge studies that members of interscholastic athletic teams attend school more regularly, stay in school longer, use drugs less often and get better grades than non-athletes. But beyond this, coaches know that interscholastic athletic programs are really laboratory courses where students and instructors interact in emotional situations and are visibly and measurably accountable for their performances.

So, where do we go from here? Well, if we believe in interscholastic athletics, we go out and state the case for interscholastic athletics and explain to teachers, school boards, parents and the public at large that interscholastic athletics can do things for kids, the school and the community that no other part of the curriculum can accomplish. We don't let people use the sex-discrimination issue as a guise for tearing down competitive athletics.

And, if we believe in interscholastic athletics and educators' prerogerative to design a program which they think best meets educational objectives, we also go to those who write draft anti-sex discrimination legislation or regulations and urge them not to remove educators' authority to design programs as they see fit. In the U.S., athletic administrators went to the Federal government, stated the case, and came away with special provisions for competitive athletics under Title IX.

I must mention, however, that there have been a number of recent developments in the United States which confuse the picture.

First, several states - notably Massachusetts and New Jersey - have adopted comprehensive anti-sex discrimination laws and regulations which require much more, much sooner than is required of schools under Title IX.

Several states have also passed laws which single out specific aspects of the interscholastic athletic program and place additional requirements on schools relative to the conduct of those programs. For example, the Kentucky legislature passed a law which requires all schools which sponsor a boys basketball program to also sponsor a girls basketball program or suspend the boys program immediately. In Michigan, the state legislature passed a law which requires schools to permit girls to try out for boys baseball teams even if the school sponsors a separate baseball team for girls.

Other states - notably Pennsylvania and Washington - have passed equal rights amendments which require schools to remove nearly all restrictions on what girls and boys can do together in the athletic program.

While this had been happening, the courts in many states have been making decisions which have had a bearing on the sex-separated approach permitted by Title IX. The Darrin case requires schools to permit girls on boys football teams in the state of Washington - more than Title IX demands. The Hass case, which permits boys on girls volleyball teams in Indiana, was recently reaffirmed there in the Brandstetter case; and both require more than Title IX demands.

In a recent Colorado case, a judge ruled that a girl must be permitted to be on the boys soccer team, but that she cannot participate in any contact drills or games. In Wisconsin, litigation continues in a suit in which the female plaintiff is contending that Wisconsin Interscholastic Athletic Association rule which prohibits her participation on a boys team is unconstitutional and that, in addition, the Title IX regulation on which the WIAA has based its rule is also unconstitutional.

While this has been happening, the United States Congress has amended Title IX and the General Education Provisions Act in ways that limit Title IX's coverage and HEW's authority to regulate school activities.

In other words, as the Federal government backs away slightly from a strong anti-sex discrimination mandate, the states seem to be moving toward more stringent demands; and, in general, the courts seem to be moving with the states. But in any event, it is very difficult to determine now where the resolution of this subject will end in the various states.

It is not difficult to measure the effect of Title IX on girls interscholastic participation. In 1970 300,000 girls participated. In 1972 ... the year Title IX was quietly passed by Congress ... an increase occured of 500,000 to 800,000 participants. In 1974 ... the year in which HEW released its initial guidelines ... the numbers increased to 1,300,000, another half million. This year, one year after the Title IX regulations became effective and thus Title IX became enforced, the number of girls participating in interscholastic athletics increased again to 1,600,000 ... an increase of only 300,000 this time. It is thus apparent that the greatest growth in girls' interscholastics so far during the 1970's occured pri r to Title IX coming into effect.

Obviously then, the real credit for such growth goes to the schools themselves. Title IX regulations do not provide facilities, funding or faculty. The schools have had to do it, and they have.

J.S. Young photo

Dennis Shields, Ron Frederick and Rich Dodds
filling out the Conference evaluation form

COACHING CERTIFICATION

Dr. Eric Broom

Associate Deputy Minister of Leisure Services, Government of B.C.

The British Columbia Coaching Development Programme is part of a national programme which has been developed cooperatively by the Coaching Association of Canada, National Sports Associations and the Provinces to meet an increasing need expressed by sports governing bodies for more and better trained coaches. In British Columbia the programme is being developed cooperatively by the Leisure Services Branch and provincial sports associations. The programme consist of five levels, with each level having three inter-related sections: general theory, technical and practical coaching.

GENERAL THEORY COURSES

The general theory section of the programme contains fundamentals of coaching common to all sports. These include leadership and communication, growth and development, psychology of sport, motor learning, exercise physiology, sports medicine, biomechanics, and training methods. Theoretical concepts are introduced and explained through films and lectures illustrating how they apply to a wide range of sports skills and behaviours. As the knowledge offered in the general theory section of the programme is equally applicable to all sports, all coaches attend the same course.

TECHNICAL COURSES

In the technical section of the programme, each sport has its own courses at each level. Each course deals with the skills, drills, tactics and strategies specific to that sport. In addition, the general theoretical concepts to which the coaches were introduced in the first section of the programme will be integrated with the technical aspects of each specific sport.

PRACTICAL COACHING

The required period of practical coaching is one full season at Level 1, with longer periods as the coach progresses through the programme. Many practising coaches will already have several years of coaching experience and will require only the approval of their provincial sports association to complete the section. Ideally, a coach would complete the three sections at any level in the sequence, general theory, technical and practical coaching, so that one section could be applied to the next.

Upon successful completion of all three sections at a particular level, the coach will be certificated. The Leisure Services Branch is administering the general theory section of the programme. The technical and practical coaching sections are being handled by more than thirty provincial sports associations.

During the first year of the programme more than 40 general theory courses have been completed through which 700 men and women have been certificated in that section of the programme. A large number of sport associations have implemented their Technical programmes, and others are well on the way to doing so.

General theory courses have been taught to heterogeneous groups representing several sports, and to groups of coaches from a single sport. The former have been primarily community coaches, and one result has been a most informative exchange of knowledge and experience. Coaches affiliated with a provincial association have attended the latter type of course which permits a more intensive application of the theoretical knowledge to a particular sport. Each appraoch has its strengths and weaknesses, and it is intended to offer both types.

To facilitate integration of the two instructional sections of the programme; General Theory and Technical, seventy-three Technical course conductors representing twenty-six sports participated in a three day Integrated Workshop. As a result a more unified approach is being developed in many sports.

At the present time, a pilot project involving teaching the Level I General Theory course within the CR 12

programme is underway. The course provides a basic theoretical understanding of sports performance and encourages the students to examine their philosophy of both coaching and competition. The prospects are exciting and it is hoped that in cooperation with the B.C. Federation of School Athletic Associations the programme can be offered more widely in the Province.

Many experienced coaches are finding that attendance at Level I courses is an ideal refresher course and a means of keeping abreast of recent developments in theoretical and technical knowledge. Physical education teachers in all areas of the Province have participated in training courses and been recognized as Instructors of the Level 1 General Theory section of the programme. Others are contributing as Instructors in the Technical programmes in many sports.

We urge you to get involved. You have a sports leadership role to play in your communities as well as in your school. The Coaching Development Programme is moving. Level II will be implemented in 1977. We would like to have you on board.

DEVELOPING CODES OF CONDUCT FOR COACHES

Wink Willox

International Association of Approved Basketball Officials

When we looked in a dictionary to look up the word 'coach' we found the following: Coach: to train extensively by instruction, demonstration and practice.

These words cover a vast field.

We would like to add, "to set an example", to the above.

At this gathering we are talking to people who are coaching young boys and girls.

When we speak of young we mean those of school age, Elementary, High School or College.

In our present way of life, with many parents abdicating their responsibilities, allowing young ones to do their own thing without first giving instruction of any kind, we find that there are not many opportunities for young people to gain constructive rapport with adults.

The attitude of many young people toward adults is growing more belligerent. Their attitude toward authority more hostile.

We feel that coaches are in an excellent position to have a positive influence on a boy or girl.

Being in a gymnasium or on a playing field players tend to "let down their guard" if you will, or in other words just be themselves.

The little games played throughout their structured daily lives will disappear when they are playing or when doing something they like to do.

A young person looks to a coach as someone that can be trusted, someone who is genuinely trying to help them. When this occurs he or she will respect the coach and will want to please him or her. They will also look to be corrected when doing wrong as well as being rewarded for a job well done.

Behavioural change does take place.

We spoke of the word demonstration in the dictionary description; we do know that young people learn more from what they see than from what they hear.

This puts quite an onus on a person coaching, who often becomes a substitute parent as well as a trustworthy friend.

Quite a responsibility.

Before a coach gets into teaching the skills of any game, he or she should thoroughly understand the rules of that game.

Not just the literal interpretation of these rules, but the spirit and intent behind the rules. For instance, the following is an example of how a rule can be manipulated to gain an advantage over an oponent: A college team in the U.S.A. missing some of their star players, kept dunking the ball and grabbing the basket, eventually breaking the basket off the board. The game was postponed and when the game was replayed - all their players were in good health and they won. Subsequently the "no dunk" rule went into effect. (Now however, it has been brought back into the N.C.A.A. rules but dunking is still not allowed in warm up).

With rule knowledge thoroughly instilled into your players, they know what they can and cannot do. Their limitations have been spelled out for them.

In teaching the skills of the game, the coach must do so within the spirit and intent framework of the rules, thus allowing the players to enjoy the participation.

Here the coach can set an example that will never be forgotten.

A coach must have his priorities set out properly.

Some will attend coaching clinics, where drills and skills of the game are learned from competent clinicians, successful coaches. However they will try to acquire rule knowledge by a "learning on the job experience". These people justify their lack of rule knowlege by saying "that's up to the umpire, referees, or officials," as the case may be.

These coaches are often in conflict with the officials because, regardless of the rules they want their plays to be successful.

The athlete who respects his coach or wants to respect his coach will be disillusioned by a display of temper or some such action by the coach.

Some players will lose respect, others will start following the coaches example and start blaming officials for every one of their own mistakes.

We have seen cases where a whole team can be thrown right off their game because of actions by the coach - one who forgets he is out there primarily to develop young people to be responsible citizens.

We have seen players ejected from a game for carrying on the same arguments with officials that the coach started. If the player finds out the coach was wrong what happens to him?

In setting priorities I would challenge all coaches to set as a top priority "that these will be better young people because they have been in my care".

Can you find a better reason for coaching?

DEVELOPING CODES OF CONDUCT FOR COACHES

Moira Colbourne
B.C. Women's Field Hockey Umpiring Coordinator

1. Why coach?

I coach to return to the upcoming players some of the enjoyment I received.

2. At the field - Remember everyone is there to enjoy the sport.

(a) Your team - if well trained by you.
- will reflect your attitudes - towards rules, umpires and the other team.
- by knowing that if the rules are followed they can participate in a safe and fair game.

(b) Umpires - if the coach and players know the rules well.
- no questioning by coach or players
- no umpire umpires a perfect game and no player plays a perfect game.

(c) Other team - if your teams skills are good, they will play up to them.
- by helping i.e. changing tactics at ½ time, so the other team will get some satisfaction out of the game.

A coach has a responsibility to teach good citizenship through good sportsmanship.

1. Teach responsibility

(a) Attendance at games and practices
(b) Punctuality
(c) Equipment

2. Team play - the players must rely on each other and not on the coach.
- not playing as an individual, but as a team.
- listen to the captain - as in our sport, coaching must be done before the game and at ½ time, because the captain is the one who speaks on the field.

3. Honesty - winning is the aim, but winning at all costs is not.
- coach should not teach players bad tactics or ways of beating the rules.

HOW TO APPLY PSYCHOLOGY TO MEANINGFUL COACHING

Dr. Thomas Tutko
Professor of Psychology
California State University, San Jose

What I'd like to do is kind of share a little bit of the stuff that I've observed that's going on in the area of athletics from a psychological stand point. I want to say two things ahead of time. First I want to say that I use language that obviously offends some people - you know like swearing or using a dirty tongue or that kind of stuff - and there's a purpose for it. Sport exists because we're emotional people. We participate in athletics because we're emotional. A speaker has a limited way of getting across that which he has to say. So I will use some words that might offend you. Anybody who has lost in the last two seconds of the game when the other team scores, after having been one point ahead, and now being one point down with the game over, rarely have I heard a coach say, "Oh gee." It's more like... "Oh, G-- damn!" I mean that's more actually what you say, so I'm going to try to present it now.

Also it's the emotional problems that are the biggest problems you face. It's not technique problems or weight problems or such. What you really face are the "what the hell do I do about the psychological aspect of the game?" And that's where I'm coming from. I'm going to try to present for maybe half an hour and then maybe we can spend the other half hour dealing with questions that you might have. If you don't have any problems then maybe we can make some up or deal with some of the problems your neighbours have. We can gossip a little bit.

It's interesting. The psychological part of the game is really still the mystical part of the game. We have some wierd things we say about some people. This person is "psyched up" - this person is "psyched out" - this person is "motivated", that person is "unmotivated" - this person is "flaky" - this person is "in a hole" - a lot of these wierd things. You listen to people talk about "it" and it's so mystical. It's something that comes upon you, or you lose it. You talk about teams - they lost it; they lost their momentum; they don't have it any more; he seems to have lost it in his arm at about the sixth inning...You say, "What the hell was it that he lost? What is it that left him?" Or, Geez, "You know that team, they really lost it in the third quarter." It was like God got ticked off at them and took it away from them and hit it Himself, or something. As I said in the last workshop, that's why we're often religious. We say, "God, give it to me. Whatever it is, I'd like to have it. Take it away from those guys... 'cause they don't deserve it. I'm the one that went to church - right? They wouldn't know how to use it anyway God." In fact I just read a book that I reviewed called, Fans - How They Go Crazy Over Sports by a guy names Michael Roberts. Michael Roberts is a sports writer who has kind of had enough of it. So he goes off on the whole concept of religion in athletics and he makes a great to do about some of the crazy things that have actually gone on in recruiting. For instance there are some coaches in the South, belicve it or not, who when they go out and recruit to deeply religious families, their big recruiting pitch is... "I have talked to God and he has suggested your son come to our college." (I talk to him too but I know I'm schizophrenic). It's amazing how God is concerned about who wins and loses in the United States. It scares me to death to know that He's at the Super Bowl where important things are happening-not where starvation's taking place. But that's enough of that. How do you become a better coach? Well a lot of things that I'm going to say just sound common sensical, and quite honestly, they are common sensical. In fact the single most effective way of being psychological, is to use an awful lot of common sense particularly in determing how to deal with people. Most people like to be thought of; most people like to be considered; most people like to be treated nicely - and I think athletes are no exception. The unfortunate part about it, is that sometimes because of the heat of the game, the strategy, the opposition etc., we forget all of this. In fact it's rather embarassing to go to some games because coaches and parents alike act as if those people out there are enemies, even though they are their own kids sometimes. And then I think you've got to remember that they in essence are going through the emotional aspect as well.

Now I'm going to mention some things that I have found that a lot of successful coaches do. These might be successful coaches at the college level, these might be successful coaches at the high school level. Number one is you should know your athlete. Now it sounds simple enough doesn't it? It sounds relatively simple. But I mean, know this athlete a little more than,"Oh yeah I know No. 64, 6 ft. 2, runs the hundred in 11 flat." I mean more than just talent. And why? Often, there is a need to understand where that athlete is coming from. For example, you can come from a very competitive family, a family that is so competitive that everybody in the family has to win. And the family has just happened to select you - Winky D-- - you're going to represent the family in sports. So when you lose, the family loses. So you go home and the parents look at you like - you did what? You lost? In front of everybody did you? It's like you've let them down. In some highly competitive families it's like an insult - and they immediately begin to attack the kids. They expect the children to be perfect. They expect them to do right all the time and losing is not part of their repertoire. In fact, one of the enemies that coaches often face, happens to be the parents. There is what I call the athletic triangle, and that is - either Mother or Father, the coach and the athlete. Some of you may know the classic Ronny Knox situation in the United States. A kid with an immense amount of talent - totally destroyed by his father. Some of you are subject to this and not even aware of it. I'll give you an example. In football there was a very talented kid in our area who came to see me one time and we got to talking, and you could sense that something's bothering him. He was caught in this athletic triangle and the athletic triangle went something like this. His father wanted him to be a quarterback and he had a great arm, but it just so happens that he was on a running team. What would happen is he he would go home and his father would say to him, "Well, how many did you complete today?" He would say, "Well you know, we ran pretty much and we didn't pass too much." And the father says, "Look - you have a hellofa arm - call some pass plays. I mean, you should really change your game plan, you've got a hellofa arm." So the boy would go in and would call some pass plays and the coaches would say, "What the hell are you doing? This is a running team." And quite honestly this kid was trapped. He couldn't tell his father to go to hell, although he wanted to. And he couldn't tell his coach what was happening, so he was trapped in this situation. In many instances it's extremely important for a coach to know how athletically oriented is this family? How many other athletes are there in this family? Why? Because there's often a higher expectation. I've known one family from Sanford with four boys. The oldest boy was All County - good ball player; the second one was All State; third one was All American and then here was Murgatroyd, all thumbs, short, fat; he was All Nothing. And really expected to the All World, because he was the next one in line. The situation was terrible. He was incredibly motivated, hard-working, dedicated, but he was never going to be able to make it. I think a coach in that situation needs to handle the frustration of that boy as opposed to the talent. It is extremely important to know where the kids are coming from.

The only way of knowing about the background, quite honestly, is to devise what we call a demographic sheet. It takes no time, and it takes no effort in terms of giving. All you do the first day of practice is take this sheet on which the kids answer questions. Find out their family background. Mother, Father, is there an intact family? Are mother and father still supporting the kids? Are there other children in the family? Is the family in a high income bracket or a low income bracket? Makes a hellofa difference in their attitude towards sports. Often low socio-econonomic families think that sports are no good; the kid should be out getting a job; he shouldn't be messing around with that kind of stuff. In a high economic family, the kid is apt to be treated in a very independent way and he' apt to treat coaching kind of like the coach is a peer. It's hard for a coach to understand. Also it's important to know is the family for the most part a sophisticated kind of family? Is it a down to earth kind of family? What background is this kid coming from? I've known kids for example who've been treated on the team according to their family background. One who had a number of girls in his family; the team thought he was queer - or strange. In fact I remember an athlete coming to me and he said, "You know, I know my teammates think I'm gay. But I'm not gay, you know, I just come from a family, where there are all girls, and that's the way we're trained and I can't do some of the things that the guys are doing. And I can tell they are kind of hinting that I'm homosexual. And I'm not." And we talked about the conflict that he was going through. It's important to put on this demographic sheet other things too. Does this kid have a variety of interest? What are his grades in school? In fact - one indirect assessment of motivation are his grades. If a kid is pulling down high marks there's a high probability he's putting in extra time and extra effort to get those grades. If, in addition, he's the kind of person who's eager to work, you have already an athlete who's showing you that he's more than willing to do, or accept what

you tell him to do. You can put down his own particular goals. Where does he expect to be? What does he expect to be doing? Does he expect, in essence to be able to become an Olympic champion? Is he just trying out for the fun of it? What is it that he expects to get from this? Who are his heroes? We have found for example that one of the things that coaches often take into consideration as fact, isn't really quite true. We assume simply because the athlete is out there on the field, that he wants to play ball. Sometimes the kids aren't out there at all for that reason. Little League kids for example, are apt to be out there because their friends are out there. And everybody else is out there. They're supposed to have fun. Or, it's a game, and they like to play games. Or more commonly, they have neurotic parents. Here is a father that didn't make it with the Toronto club, didn't make it with the Toronto Maple Leafs. He was only 2 ft. 2 and got a puck stuck in the middle of his forehead one time, but his kid is going to make it for him. This kid is 7 ft. 4, weighs 400 pounds and goes around maiming people because it pleases the old man. And you often have these kids working out their parent's frustrations. In our Valley we have swimming. Swimming is kind of our obsession. We have a large number of families that belong to swimming clubs. In fact, last year in clubs all over the United States, there were about 30,000 kids in such clubs. Not just in our Valley, but overall. And here are these mothers, the swimming mothers - sometimes referred to as "muthahs". And these mothers bring their kids at 4:30 in the morning stuffed into a station wagon, to a cold pool, push these kids in, and see that they turn blue. And if they don't come up within 4 or 5 seconds they bring them up, make sure they're breathing and then put them back in. And the whole idea is to produce Mark Spitzes. That's what our whole area is about. In fact, they carry these watches all over them, and they time everything, their time in the bathroom, time to put on their jocks -- everything is time. And life is a matter of scheduling and cutting down of time. The end result of this is that the parents per se and the kids per se end up in a very different environment. The kid often doesn't want to be swimming. But he can't tell the parent that - or the mother - because that kid's going to make it to the Olympics, because the Santa Clara Valley is famous for that. You need to know how invested is this kid. Does he really want to participate? Often, if they don't want to participate, they very easily give up, leaving you very frustrated, particularly if they have talent. You need to have other kinds of things, individual kinds of things, on the demographic sheet. For example, it's important to know little kinds of things that would make a difference. One clear way of motivating anyone is to know something about them personally, that others do not know. If I can come up to you and say to you, "Hey, geez, you did a hellofa job on that chemistry test yesterday. I understand that you were second or third in the class." You're apt to think, "Geez, he really knows about me. He really paid attention when they talked about me." I've made the whole difference in your motivation. Why? I've said you're somebody unique, and you're somebody special. I know the fact that you ended up getting a high grade. And you ought to be proud of yourself. In fact the more the peripheral stuff, the more the athlete is apt to be impressed.

I think a second thing that is important is that a coach, whether or not a coach is aware of it, plays a very vital role in a kid's life. Why? Play is vital. Kids need play to find a sense of identity. Play happens to be the way we find out who we are, and what we are - comparison to others - where we find ourselves in the sociological sub-strata. And sport provides us the chance of assessing ourselves. If I spend time with you I'm then going to say simply that you're relatively important. I think kids are very impressed that a coach would spend time with him. Prior to the season beginning, it would be important to spend 5 or 10 minutes with each kid. Find out from the demographic sheet, the background information and discuss with him what is it that he feels his strengths are. What does he hope to accomplish? What is he working on particularly? Where does he feel he's part of the team? That time is given totally to him and he feels like he's somebody special. In fact, this is a precurser to something else I'm going to mention later. A coach is continually being influenced by things outside of the athletic arena, that he doesn't know about.

I've mentioned some of the influences of parents. Other things can be an influence as well. The athlete needs someone to go to to talk about these problems. They found in a study that coaches happen to be fourth on a list of

people that the athlete would go to when they run into difficulty. The school counsellor was seventh. Why? The school counsellor doesn't participate in the game, the way the coach does. The coach and the athlete go through an emotional experience together. You know we could really change the educational system, to really understand what sport would be about if we had teachers go through the same things that coaches go through. Just for the hell of it for example... If we have Magoo high school over here playing Smith high school over here, we could arrange it to have one seventh grade home ec. class challenge the other 7th grade home ec. class in chocolate chip cookies. And you know what would happen: You would find even our home ec. teachers getting a litt bit up-tight. They would start looking up cookie recipes, and there would be cookie practice. There would be chip dropping; there would be batter making; there would be finger exercises; and if we gave the Golden Cookie Award, a funny thing would happen. Everybody would begin... in fact one of the things we ought to do is kind of have parents become part of this as well. You see, parents think it's so easy to play ball. They turn on a T.V. and this guy from 50 feet away takes this ball and puts it through a little hole. Wow! That's easy, why can't my kid do that? It's very easy, just shoot the ball like this and it goes through the little hole. Wouldn't it be terrific, if we could say to mothers for example, on a certain block in town, we are now going to have the egg frying contest. And NBC brings the cameras in and they focus right down on the eggs, and the mother's sweat is coming off her forehead. You know what would happen. There would be more eggs dropped on the floor, more skillets broken, and parents becoming neurotic. There'd be egg practice until midnight - all that kind of thing would happen there. But somehow coaches go through this and we think it's just kind of all fun and games. You're a very vital part to the kid. Why? Because the two of you lose together, and you win together. They found, for example during World War II, that if you were involved in some kind of battle with someone, there was an emotional tie to that person. Like the two of you were trapped in a foxhole and the bullets were only that far above your head. You don't forget that guy very quickly. They're going at it all night. You almost got your butt shot off. You don't forget that. It was the same thing with the coach. Oh! Oh! Here he comes again. The blood vessels, I can see them, I think I better move over here a little bit. You don't forget your coach. In fact, coaches play a very, very vital role.

From another standpoint as well, the coach determines whether or not you start, or you will substitute - whether you get chewed out, whether you get enhanced in some way. They play a far more vital role, in some instances, than parents. With the parents there doesn't seem to be that investment. For example, there's no parent kind of trophy award, you can get a trophy with a coach. And there is a tie to this individual. I think a much more important tie. I think that if the coach can take into account the time; if he can get the demographic sheet and find out about the individual, then in some way he's changed the relationship between the two of them. The two of them kind of become tied.

It's important during each practice that each athlete get recognized at least once. Those athletes that get recognized are ordinarily those with talent or those causing problems. And I think most of us are apt to say, "Well, I spend time with my kids, I talk to all of them." I've had coaches keep track by putting each kid's name on a card and then jotting down each time they make some comment to them, making a tick on a card. Well a funny thing happens. There are some kids all of a sudden they realize have been neglected. They realize that, "Geez, I never did talk to what the hell's his name again? You know, the big kid, he's over there.. yeah, the one that just fell over, yeah, he's the one." In fact, when I ask coaches to make out cards for their athletes, a lot really didn't remember all of their names. I think it's extremely important, as long as you're talking about a certain degree of recognition that this does become a part of it. And each athlete gets recognized. If the athlete has had, for example, a rough day at practice, or a rough game, that game or practice should not end with that boy or girl going home feeling badly. They should get some kind of support from you, a pat on the back, support that, hey, we're going to work that out in practice... or it must be a tough day, I know what you're going through ... They should not leave feeling alienated from you or feeling like a loser. There should be some tie carried from you.

I think that there's an unknown quantity that coaches are up against that often they don't know how to handle. In fact, some of the coaches say, "Well dammit, are you asking me to be a psychologist?" No way.. but you are whether or not you want to be. Why? I've known athletes who have been in real hellish pain, and really wanted to tell the coach where they were coming from, but were just frightened to. We'll give you some examples.. I've talked to kids whose families are going to hell - mother and father are getting a divorce, father's moving away, the boy's attached to the father. Or what is happening is somebody in the family died that they were close to. One I remember was very, very tied to a grandparent and really couldn't get over that the source of love and affection was gone. That was a very, very vital factor. They really didn't care about playing basketball. I've known other kinds of things. For example.. I remember a guy who was attached to a girl who was a cheerleader, and the cheerleader was a very pretty thing, and he liked her very, very much. They were closely tied. She also happened to like the team. And I think he was really distraught when he found out. And it did affect his game a little bit. In this way the boy was destroyed and he ended up quitting sports. Girlfriends, boyfriends, make a hellofa difference to an athlete's performance. Some coaches are apt to use this, or make this a vital part of their scene. For example, I know some coaches who will invite the girlfriends to practice. In fact one has a special gimmick where the girlfriends come to the game. The whole idea behind the thing is, "Hey, I'm going to include them." He also found the practices were hellishly different.

I think that there are often those instances where the athlete wants to talk just about things that are bothering him. I know some coaches say, "Well hell, I don't have the time for that." Quite honestly, if you don't have the time for it, you are missing what may be the major motivational factor. The kid who's flunking out, would like to talk about it. The kid who's having trouble with one of the teachers, would like to talk about it. The kid who is having trouble with an assistant coach, would like to talk about it. But he's afraid to talk to the coach about it. If you have what I call an open door policy, that is the door is open any time the athlete wants to talk, and it's held confidentially, (you don't tell anybody else), and the athlete knows it, they're apt to come to you whenever things are bothering them. And that will also influence their practice on the field. And I think this plays a hellofa more important role in where the athlete's coming from over all.

There are several other things that I think are very important, and let me mention them just briefly. One has to do with making rules and regulations. Specifically, if you are the sole rules and regulation maker for the team, it's as if you are playing dictator. If somebody on the team then violates that rule and regulation, it's a battle between the two of you. If they break the rule, if in some way they go against things, the rest of the team waits to see what you do to the athlete. And you know how you feel in <u>this</u> spot? Your star just broke the rule. Now what are you going to do? The guy that scored all of the points in the last game, the guy who is all-everything just told you to go get lost, indirectly. Now what do you do? More often than not what you have to do is make a little bit of compensation and you know what the rest of the players are saying? "You hypocrite, you fink, if that was me, I would be on the firing line. But because he's the star, you're going to make the difference." Now, how do you handle this? There have been several coaches that I think have a lot of courage. They sould say to the team, "I think rules and regulations are a very important part of the game. It's important because the game happens to be rules and regulations. There are ways that you play it and there are ways that you don't play it. As a result, the rules and regulations ought to be something we can agree upon. I have a set of rules and regulations. Here's what I feel is important. But you guys have to follow them. I think you ought to think about what it is <u>you</u> want and we'll discuss it later, O.K.? Next time we get back together, we'll talk about it, and what are the important kinds of things." Now sometimes there may be things overlooked. I don't know how many years ago it was that hair was an incredible issue. Hair became a critical point in the United States. The coach on the one hand said, "Cut your hair," and the athlete said, "No way." And the battle occured. And it seemed stupid. What the hell did hair have to do with anything? It was like the Samson effect. If you cut your hair you don't end up weak. What the athletes were saying was, "Hey, we're changing, we're becoming independent, we have our own

identity. If you make me cut my hair, you're cutting off my independence. My friends will make fun of me; they'll say, what's wrong with you, looks like your coach made you cut your hair off - chicken!" That's what the athletes were saying. The coach was saying, "In order for the team to stick together, we have to have some identifying factor. We have to have something that's important and I think neatness, being groomed is part of it." Both were coming from different directions about the hair. Some coaches handled it in very clever ways. Some were just dogmatic, and then it went underground. The cleverest one I heard of was the coach that from the end of the school year until football started let his hair grow. He let his hair grow for a couple of months. . So by the time the season started, his hair was down to here. So he got all the team together, and he said, "Look, I think we need to make a sacrifice, for the team. I'm willing to cut my hair, if you're willing to cut yours." Well he didn't like long hair anyway; he grew the hair with the intent of making it a thing that they all did together. Boy they thought it was terrific. They had a special hair day. It was all cut right, the whole bit. Guy in Arizona with a baseball team said, "Look, I'll tell you what we'll do. You guys want your hair long, I want it cut so let's compramise. For those of you that are playing up to your potential, you can let your hair grow. But for those of you that are having some difficulty, you have to get your hair cut." Some kids didn't even want their hair to grow. But all of a sudden they thought, "I'm going to let my hair grow, that'll show that I'm a helluva ball player." Well it so happens by the end of the year, they were in the State finals - all playing with long hair and then they ran into another problem. The other team had short hair. So they were made fun of and the whole bit, but it solidified them. It really kept them together. What was the thing here? Rules and regulations were the battle. I am a firm believer in rules and regulations. It may sound as if I'm talking against it. There's no way you can really be effective as a team if your rules and regulations are not followed and adhered to. And there's a commitment. And there's dedication to them. You get far more dedication if everybody agrees on the rules. Why? When the rule is violated then they don't sit back and wait for the coach and the athlete to interact. The athlete says, "Hey, I voted on that rule. I got shafted. He broke the rule, he's violating me too. Not just the coach." And you have a different attitude towards rules and regulations under those circumstances. I think teams that are large can have small groups that make the rules and regulations. That's a possibility as well. So are team meetings to discuss what's going on. Sometimes in a democratic way; sometimes if a problem comes up, in an open way. These are all ways of doing it.

There are two other things I'm going to mention, well three other things. One is there should be some kind of talent assessment. When the athlete says, "I've got to find out why it is that you're on me for this, or why I'm playing second string." By actually having a talent assessment, you can let each athlete know where he happens to be on each of the dimensions. His attitude will then be; I have an idea of what you're looking for, what it is you want and where it is I'm falling short. I now know some things I may be able to do something about. Like, if I'm not strong enough, if I'm not fast enough, I can work at those things. It may just be that I'm just not tall enough, and I'm not going to be able to make that position. Maybe I should think about another position. These are the talent kinds of things.

Now on the psychological level as well, every coach has something that's important to him. Every coach has some little thing that they think happens to be vital. Some coaches happen to think for example that being assertive or aggressive is vital while some people think that hard work is. Some coaches have abstract values. Often when a coach uses an abstraction, the athlete doesn't understand what he's saying. Like... you gotta have courage.... gotta have guts.... gotta be mentally tough. Now what the hell do you mean? What are you talking about? In one coaches situation, it may mean if you really get zonked, I want you to get up and bounce right back. Or if you get defeated, I want you to be able to bounce back from the defeat, or if I chew you out I want you to defy me and in essence become a better ball player. Each coach has their own particular kind of thing. You've got to make it clear specifically what you're talking about.

Lastly, and I mention this as probably a general approach to working with young people. This is that you've got to be positive in what you're doing. If you're continually negative, you will find that for the most part, athletes begin to turn off. We did a study a little way back where we had five different groups of kids. We had them run 15 times and 50 yards each time. In one group, we didn't say anything to them after they ran and they did it for 15 consecutive days, once a day. With the second group it didn't matter how they ran, we positively reinforced them, gave them constructive criticism. Keep your elbows in this time, watch your shoulders, watch your head, always something. You know, it's like marriage; it's nagging. On them for everything. Two other groups we counter balanced. We said something positive, followed by something negative and with the last group, something negative followed by something positive. Well we found the group that got nothing, over time began to run just progressively slower. The group that got positive reinforcement ran progressively faster, until they were running as fast as they could. The group that got negative reinforcement showed a strange phenomena. For the first four trials, they did well. But by the time the 15th trial was run, they were running just like the group that got nothing. After a while they just began to shut off the nagging. The two other groups fell in between; the group with the positive comment last, doing second best. If you have any kind of criticism, if you have any negative kind of thing to say, what you might do is think of saying something positive as well. Add the comment that you want to make in between of before and finish with something positive, like, "You're doing a helluva job, I really like the way you're playing on that side. What you might do is... do this, this and this, but I really like the way you're playing that position." What I've done is what I call a sandwich effect. The positive statement - I get my correction across - and another positive statement. They feel better as a result of what I've just told you. Sometimes it's difficult to be positive. Some people for example find that if they're being positive it's kind of like taking something away from them. I think it's an extremely vital part of particularly young kids growing up. Otherwise they begin to feel a general negativeism toward sport overall. I think the last thing that we have to do is to make sport fun We have become so obsessed with winning; we've become so obsessed with being number one, with being the best, that we feel it has to be work and misery and pain and all that kind of stuff. It doesn't have to. I think there's some excellent coaches who have made it still kind of enjoyable. That probably is their ultimate criteria though, to be a good coach. Let me do this, I think we have, what 15 minutes, 20 minutes left. Why don't we take whatever questions you might have or worries or concerns or things that you might want to discuss? Anybody still awake that wants to ask anything?

How do you settle disputes between team members?.....

I think the best way to do it is, since other team members ordinarily know what's going on, to make it a discussion with the team. I would simply open it by saying, "Some of you probably know and most of you really know, we seem to have some different opinions about what's going on. What I think we ought to do is air it as a team so that everybody knows what's going on." And now, both can express their opinions. It depends on whether or not it's simply a scuffle between the two of them. Now let's say that it's a scuffle between the two of them because both of them are in love with the same girl, and that's a problem. Instead of making it a team problem, I would call the two of them in and say, "Hey - look, what we want to find out is how can we handle the situation? I know the two of you have been all over each other's back, and you're really at each other's neck. What can we do here? It's interfering with both of your playing. What can I do to help?" Then I'd have both express their opinion and how they feel about things. Maybe in some way one kid is saying, "Hey, I'm not getting as much recognition as I should." And the other kid is saying, "Hey, you're making me do a technique that I can't believe in and he's looking better." You usually find from open discussions there is a helluva lot more to it than you realize. I think you get from them views that you hadn't thought of previously. I'm very much for open discussion because ordinarily you don't understand totally what the athlete is feeling. Often they're feeling that there is a bias occuring. If it's a personal matter between the two of them, talk to the two of them together. If however, it's become a team problem, I would simply make it an open thing with the whole team. There's a guy in Rhodes, California named George Davis that has

used what is called the 'democratic approach' with a team. What he did is he simply had the team vote on the starters for each week's game. So Thursday they'd vote for the starters for Friday's game. He found as a result of that, strange things happened. One thing is they began to find out other people's positions. The one guy would say, "Well I don't know what halfbacks do. I don't know what quarterbacks do. I mean, how am I going to vote for a quarterback?" And then they would go find out, they would observe more at practice. He also found that the practices were real hell. Everybody wanted to be voted on come Thursday night. So the practices were actually a lot tougher than the games. He also found that a cohesion began to take place because they really thought that their vote was being counted. He had it arranged so that the trainer would actually count the votes and let each person know about the starting thing . He still held the power of making subsitutes and changing things in terms of strategy, but he would go with the voting of the team. And he says, "It turned out, they would vote for the same peopl I did. I could find out the potential for some of them. Some who wouldn't have had a chance to play as hard because they would have felt there wouldn't be any reason for it." Question: What if one person just comes out and says, "I just don't like him and I never will." I would say "All right, it's probably based on something that he's really done to you. Will you share with me what he has done to you?" And then he'll tell you. Maybe he'll tell you. If he's that open, he'll ordinarily tell you. Now sometimes it just has to do with favouritism, or it can have something to do deeper within the family. It may be that these families are at each other's throats. Now you can get at it. Why are the families at each other? What's going on there? Sometimes they're perpetuating things that they're not really directly involved in. The reason it's important to get it out is that the more we fail to communicate the more our hatred or our anger, our mixed feelings begin to build up and we act on fantasies. I can give you an example of one of the most tragic and painful stories ever told to me by a coach. There is this guy who is really concerned about his athletes but he is one of those super intense guys that once the game starts he's like a rubber band. You know, this is the way he is. He's the kind of guy that if you indicate that you aren't equally intense he really gets angry at you - after he can calm down. He had this one kid, and he said, "You know I was waiting - I just didn't like the kid - he always looked like he was smiling. And this kid would get in this tense spot and I'd think - what the hell is he smiling about? And he liked to smile. And we're in this playoff game - it's half-time - we're really better than the other club - and I take them into the locker room - and I don't like this because we should be leading - and we're behind - and there he is in the back smiling." He says, "I had had enough, I was up to here. I picked him up and I threw him out of the damn dressing room." And he said, I told him, "Look, I'm tired of your smiling, and I'm tired of your laughing and I'm tired of this garbage - out!" Well that night around midnight there was knock on the coach's door ant it's the team captain. And the team captain said to the coach, something that destroyed the coach, he said, "Coach, maybe you didn't understand, so and so was not smiling at you. He's paralysed on one side. That's an indication that he's really tense. He hasn't been laughing." And the coach really fell apart. He said, "Oh my God, I've hated this kid for so long and didn't really understand where he's coming from." He said, "I got in my car, I went over to the family, I apologized to the boy, I apologized to the family." What I'm getting at is that this would have been good to know ahead of time. It would have been good for him to say, "Hey, you know what, I see you laughing and smiling and I think you're insulting me." Then the athlete could say, "Coach, I have a difficult time with the nerves there." And it could have been straightened out. And by not communicating and by not finding out we can perpetuate the prejudices we have. One of the best ways to keep a prejudice is don't make any contact; don't make any inroads. Let that group believe this and let that group believe that. You can never learn about what's going on. Some research has shown that one of the best ways of being able to break prejudicial ideas would be to try to defend that other person's position. Try to be that other person. And it turns out to be more than empathy of where they're coming from. And a coach finds himself in a very unique spot. Often he, in his own particular drive to be a perfectionist, to be on top, or to be good, can often take things out on the kids.

I haven't mentioned this, and I think it's extremely vital. If you have the courage and I'll be very honest with you, I've only known three or four coaches who have had the courage out of the long time I've been working in this area. If you have the courage, make up a questionnaire at the end of the season and simply have the athletes fill it out. What do you think about my coaching? What do you like? What do you dislike? What could I improve? What areas do you feel were most neglected? Put down in essence areas where you find out your strengths, but also areas that you'll find out your weaknesses. Do it so that it's anonymous because some coahces would do it to find out what character said that. It can be a valuable asset toward better coaching.

Could you give us some suggestions on how to handle "second string" players, especially in reference to justifying to them why they are not first string or starters?

This of course can be very difficult to deal with as their egos or self images are at stake. Probably the best way I have found is to keep accurate records and statistics so you can present them with factual details regarding their performance. Then when they ask, "Why am I not playing? I am a better guard than so and so." I can then pick out the statistics and say, "Well, your free-throwing percentage happens to be 78, the guy or girl starting ahead of you happens to be 85. So, out of every 100 shots, that's 14 points. In practices you've had about 5 more turnovers. You've scored 3 less points and your man has scored 10 more points." All of a sudden they'll say, "Ah, that's why I'm not starting? Makes sense, I'm crappier than that other person." But if there's no records, if you're not sure... You see, it's clear in some instances. In track - a 100 yard dash - I noticed that he's in front of me! I don't have to say, "I'm faster than he is, because I'm really stupid. The bar is here, he went over it and I went under it. It's very clear that we jump differently." But when you get into the nebulous, like offensive linemen, who's really the better blocker? Well, why not make it such (and they do this often in the high levels), is the percentage of accuracy or the percentage of efficiency at that position. It can be done, you can keep records. Have the third string keep records for the second string, and the second string keep records for the third string. You've got to have other observers do it. You can do this for a period of time and that way you'll know. One thing I will mention. If you're working with a number of athletes, so many things split out of your head. You see something good over here and you think, "Gee, that was terrific." But four things are happening over here and you forget this. I would recommend, keep a filing system. Some small file cards, or some paper in your pocket (with a pencil). Jot it down very quickly and put it back in your pocket. "Harvey Magoo really did a second effort during practice, he's really doing a great job." Takes very little time. Have a file for each athlete. You take these slips, you go into your office, or your house wherever you keep these things, and you put them in your file. You know why it's important? Because, maybe you've forgotten about this kid, but you know he may be just as talented as everybody else. What makes him stand out? He never quits chasing the ball! He makes sure that he puts in that extra effort. The play is over and he's still working hard. He's always first out at practice. He asks for more help. He may not be the most talented, but you've got a motivated individual there. I think that they deserve probably more recognition than the individual with talent, who isn't showing it. That's the kind of person we're apt to remember. In fact, if given the choice,I can't help that feel that the motivated people will be consistent in their performance and much more predictable. They're often also a good model for others. I think it's very sensible to put one athlete above the other and when the more talented athlete says, "Hey, what's the story? I can do that a lot better." And then it's very possible to say, "Here's what that person does: he's always first out to practice, he stays late, they've been working hard on these drills, and you've been late for practice half the time. It's kind of like you're telling me that you aren't motivated, you have the talent and that's enough." I think that's one way of getting the message across to the other.

How can you encourage team togetherness when the tendency is often for the team to group according to ability? i.e. The better ones stick together.

One way I might mention of developing team cohesion at times and having people feel closer, is if you have one member of the team teach another member of the team. Let's say you have these two guards fighting for the same position. Have one train the other. Have them reverse, have the second-string kid train the first-string kid in something. Sounds weird, but all of a sudden they become invested in one another. It becomes a different ball of wax. I know of some coaches for example, that rotate, giving everybody on the team a certain sense of responsibility. So when they have a warm-up, calisthenics, or they have drills, they take turns being coach. You get a chance to be the coach for five minutes. You can do anything you want, and kids do all kinds of weird things during this time. They come up with weird plays, weird drills. He says, "I'm going to be coach for five minutes, you b---s better stick to!" And that's their big thing. It's also a way of saying, "Well, geez, when I get my turn, I'm really going to do something." You make them then a part of the total picture.

Back to this question of aggressiveness. If you had a player who, say on a scale of 1-10, rated 3 for aggressiveness, how far do you feel you could bring him up?

With aggression, it's complicated. Let me tell you first of all what some of the problems are and what you can to about it. One of the problems with aggression is there may be a number of reasons such as: some athletes are afraid of being hurt. They're afraid of an injury. They're constantly keeping in the back of their head, "If I do that, I'm apt to get hurt." Another may be,"I don't want to hurt anybody. I feel guilty when I hit somebody." Often you find the very big kids who can really maul younger kids have been warned against it and they're also kind of frightened saying, "Geez, I wouldn't want to hurt them." Destroys the friendship. Or some have had experiences where they have hurt someone, and they're terrified by it. There are a number of reasons for refraining from being aggressive. How do you approach it? The first reason is a discussion as to why it is that they aren't. What one of these reasons might have been, and second, let the athlete know that you're concerned because they're being taken advantage of. If I'm not aggressive, that's soon found out, and I get intimidated. A coach could say, "I'm really concerned because I think they're taking advantage of you. What I'd like to do is to work with you so that this doesn't happen, so that in some way they don't take advantage of you." And now point out specific kinds of drills. Let him know that in this drill you're going to ask him to do this, and this and this. You give him the experience of being aggressive. Sometimes you can match him up with someone who is apt to be able to accept the aggression. In that case, if the kid feels guilty, give him the experience of aggression, really reward it and slowly build it. Now I doubt if you'll really ever make a killer out of him. Often inhibition is very, very great. Although it isn't always the case. He can see you, however, being concerned about his being hurt. For example, if injury is his worry, he can see you'd be concerned about that as well. But you need to discuss it with him, letting him know you're on his side. Work out drills and then reward him during the drill. The drills can be mild. Basketball: diving for the ball, it doesn't necessarily have to be hurting somebody. How can they jump under the basket? Two people jumping under the basket. And reward any extra effort, any extra attempt. Aggression is difficult, particularly with children. Because children, for example, the younger they are the more natural instinct not to get hurt. Baseball, they shy away. Soccer, is a very common one with young kids. Now here's the ball here, and there's these two kids, an equal distance from the ball and are running like hell and they're getting closer to the ball, and they begin to realize that they are getting closer to the ball, and all of a sudden, you see them slowing down a little bit. Or what happens is, they get very close to the ball they give it 'one of these' shots. You know they fall, and they give it the leg and the whole bit and look like they're in agony. The kids are very straight, they're saying, "No way, I'm not going to get hurt." I mean, they're much more honest. They can be crazy as adults later on. The kids are much more sensible. And we have to respect that.

How do you go about teaching aggression to girls?

With girls, you run into a very different problem. It's a cultural stereotype that you aren't aggressive. Why? Women are supposed to be dainty, loveable, soft, kind, considerate, things you put on a mantel, you can go over and

kiss on the cheek, smells nice and all that kind of stuff. A guy can be aggressive and he's 'macho', but if a woman is aggressive, she's a domineering female, she's 'dominant', 'naggy', 'gutty' etc. One thing that needs to be done is, first of all simply make it very clear to the team that aggression is important. And some of them may have some feelings about being aggressive. Maybe they need to distinguish between being aggressive and being hostile. The new term is 'assertive'. The need to become assertive and not hostile. There's often a feeling of, "Will I get hurt? Is this a bad thing for me to do? I don't want to hurt someone." Women in general are far more sensitive about things that are going along those lines. Why? Because for the most part it's relatively new to be on a high level of competition. And the more they're accepted, the more they realize that, "Hey, this isn't a bad thing." And they shouldn't feel guilty about it, the more acceptance that takes place. Also, the kind of women who are, I think, assertive in the higher ranks, ought to be presented as models. Someone who is, for example, assertive on the team, you might have them use their techniques or describe how they do it, or why they do it. Also those on a high level might come and talk about it being an integral part of the game. It's much more, I think, an emotional factor that needs to be coped with there. I wrote a book with Patsy Neal, called Coaching Girls and Women, Psychological Prospectus. And that was one of those difficult parts for me to write, about aggression, because it seems to be tied to hostility and anger and destructiveness and that kind of thing. (Very good question).

V. Lieb photo

INTRAMURALS

Dr. Martin Hendy, Director of Recreation, Simon Fraser University
Dr. Ian McGregor, Intramural Supervisor, Simon Fraser University

** The following is an outline of the Intramurals Workshop transcribed from the verbal presentation of Doctors Hendy and McGregor. For further information regarding this topic, please contact Dr. Martin Hendy and Dr. Ian McGregor at Simon Fraser University.*

1. Things to do before starting a program
   The most important things are:

   a. getting the support of your principal
   b. getting Intramural Administration as part of your work load
   c. having an intramurals council
   d. filling all positions on the council (hand pick the students)

2. Philosophy

   - if sport is good for athletes, it is good for everybody.
   - if a thing is worth doing; it is worth doing badly.
   - as teachers we must teach students to accept a suitable level of aspiration.
   - most students are not operating at a level of excellence; they need to learn what is an acceptable level for them; their best.
   - intramurals can accomplish this.

3. Intramurals Council

   - most important to a successful intramurals program.
   - the council will run the program.
   - good selection a prime concern.
   - composed of an executive and several sub-committees to carry out the various functions of intramurals. i.e. rules, schedules, records, selection, etc.

4. Units of Competition

   - the main aim is high participation but administrative simplicity at the same time.
   - two main systems in schools in B.C.
     a. house system - doesn't account for skill differences - can result in very uneven competition.
     b. students forming their own teams and allowing individuals to sign up - allows students to play with their buddies.
        - allows independents (people who are not part of a group) to participate.
        - the selection committee is important in this area because its main job is to make sure there are no stacked teams.

5. Facilities and Time Allotment

   - one of the most difficult areas to deal with i.e. lack of facilities, busing, short lunch hour - will undoubtedly influence your program.
   - you must set up your program according to the particular needs and circumstances of your situation.
   - there are advantages and disadvantages to each of the available times; after school,

before school, lunch time, evenings and weekends.

- you may have to make choices or compromises with other programs when it comes to time, facilities, etc.
- intramural and interscholastic athletics will have to co-exist; in fact the two are very complementary.

6. Activities

- choosing the activities is a job of the intramural council sub-committee for activities and rules.
- several factors influence the choice of activities
    a. seasons
    b. needs and interest of the students - something for everyone - not necessary to have sports only; consider social games also
    c. lifetime sports - include activities with carry over
    d. co-ed activities whenever possible
    e. keep span of activities short (recommend three weeks) cut if off when interest level is high
    f. choose low skill activities to include the majority of your participants in low pressure situations

7. Scheduling

- the prime consideration is that you want the greatest amount of playing time for the largest number of students
- carefully consider the pros and cons of the various types of schedules in relation to your particular objectives
- post the schedule to make participants aware of their commitment

8. Publicity and Recognition

- this is difficult but essential
- three main areas
    a. program administration - a good program is good publicity in itself
    b. notification of participants; written, verbal, photographic
    c. recognition, written, verbal, photographic (make sure you include officials in this)

9. Points and Awards

- this is a complicated area; you first must decide whether you want a <u>point</u> system
- you can have both performance and participation points; although be prepared for the clerical work
- accumulating points usually brings satisfaction to participants, so a good point system is worthwhile
- awards must be <u>awards</u> not <u>rewards</u>, keep them simple and inexpensive
- you can use awards to promote program - although this can be expensive
- keep intramural awards separate and distinct from interscholastic awards

10. Officiating

- good officiating is not <u>the</u> most important thing in your program but bad officiating

can destroy your program

- things to consider

a. you must use students - choose carefully; interschool athletes usually the best
b. make sure that the refereeing is appropriate to the skill level
c. teachers should be there at all times
d. officials must be recognized
e. officials are always right

PANEL DISCUSSION: THE ROLE OF ATHLETICS IN HIGH SCHOOL

J.S. Young photo

Nev Munro	Gord Stewart	Neal Henderson	Bob Mackay	Lach Farrell
Parent	Athlete	Moderator	Coach	Administrator

FROM AN ADMINISTRATOR'S POINT OF VIEW

Lach Farrell, Principal
Stanley Humphries Secondary School, Castlegar

MENS SANA IN CORPORE SANO

Probably no other civilization has had such an influence on our western culture as that of the Ancient Greeks - In so many fields this influence has pervaded our way of life - in art, literature, music, architecture, politics and of course, education. From earliest times in Greek history 1100-900 B.C. to the Hellenistic period education, at that time concentrated on dance, instrumental music, poetry elocution together with a heavy emphasis on sports. The palaestra or gymnasium represented the pinnacle of Greek education - a fusion of the arts and athletics.

Athletics today is still an integral part of education. All of us here today no doubt believe in my opening statement: "a sound mind in a sound body." The major point of contention would appear to be how are we to achieve this particular position. Firstly before I attempt to answer this question I must clarify what is meant by ATHLETICS. In B.C. as in most western societies athletics is an all encompassing term which involves physical activity by an individual or individuals in teams participating in games or sports. The term ATHLETE itself is Greek in origin and referred to one who contended for a prize in the public games. The term seems all encompassing for both physical exercise and competition.

In the B.C. school system Athletic programs appear to fall into three major categories.

A. Physical Education programs which are compulsory for all students and are one of the required courses for all students.

B. Intra-mural - programs which dominate at noon hour and are gauged at the recreational level for any student regardless of skill level.

C. Extra-mural - programs which reflect keen competition and which participation is based on skills, interest and commitment.

This tri-partite system of athletics would appear to me to satisfy the needs of all students in our public schools. Firstly the Physical Education program should place emphasis on individual skill development on participation and most importantly on physical fitness. The methods and processes by which these basic aims can be achieved of course rests with you, the provinces P.E. specialists. Secondly the intra-mural program should essentially be recreational, co-educational in a number of sports and most importantly just played for fun. Thirdly the extra-curricula program should provide for the gifted athlete to participate in individual or team sports.

The major point of contention in this arrangement appears to be that in many of B.C.'s Public Schools and undue emphasis in terms of financing, physical space allocation, and teacher commitment seems to have been placed on the extra-mural program - the concentration on the athletically gifted few/the neglect of the average many. Perhaps so, but how do you achieve equality by passing policy or attempting to legislate change? Might I suggest that some of the solution to greater student participation might occur if:

A. All elementary schools in the Province of B.C. were provided with adequate gymnasia.

B. All teachers regardless of their specialty area were required to take a number of compulsory courses to provide them with basic skills in P.E. and the rudiments of team and individual sporting skills.

The key for greater involvement and participation seems to depend on students being provided with as many opportunities as possible in elementary grades. Unless these skills and attitudes are imparted at an early stage the probability of increased participation in secondary schools appears limited.

C. Thirdly is the commitment necessary on the part of teachers to be actively involved in the coaching of teams. The tri-partite program cannot depend on the school's P.E. teachers.

Unfortunately I feel there is a growing feeling on the part of many teachers in the province that the P.E. Intra-mural and extra-mural program is the sole domain of the P.E. program and the P.E. teachers. For the success of the Intra-mural and Extra-mural programs what is required is a greater commitment by a much larger percentage of this province's teachers. Student participation is often limited by the number of coaches, not necessarily by student apathy. I am also firmly convinced that the so called elitism of extra-mural teams could be counter balanced by a well structured tier system - Instead of one senior Basketball team there exists in most secondary schools the possibility of two, three or four. I realize that time and space and sharing of physical facilities becomes a problem but that, I believe, minor compared with the problem of finding sufficient teachers in B.C. public schools who have both the skills and more importantly the commitment to a team.

Athletics are an important component in providing students with values and attitudes not gained in a formal classroom setting. Athletics provide an opportunity to compete not only against oneself, a clock or a tape and others whilst maintaining sportsmanship and fairplay. Athletics provides for the pursuit of excellence. It also creates a situation where students in a group situation are required to cooperate with others - to share. And finally athletics should emphasize the value of the coordination of the body and mind.

The question of who should pay is an interesting one. Firstly, I feel that the total amount of monies expended collectively on athletics in the Province is quite inadequate. Firstly whilst many of us delude ourselves that we live in a banana belt the realism of the situation is that we have winter in B.C. We need the physical facilities of gymnasia, arenas, indoor pools, racquet, handball and squash courts. This costs money and while we continue to leave the availability of these facilities to fortune through community referenda we will never achieve total adequacy in indoor facilities.

Secondly we need to recognize the size of the province - the geographical spread of the communities - the isolation which exists. Travel costs - but travel for teams is important in improving the overall calibre of our athletics by providing greater and more extensive competition.

Thirdly we need money for coaches - for pre-service and inservice courses. Nothing galls me more than to read that we have to import Coach X from Country Y to coach Sport Z. We have people in this province who could become more effective coaches were they given the opportunities. Financing responsibility rests with the province be it for P.E. classes, intra-mural or extra-mural programs. The importance of athletics in education is such that it should not be left to the whim of a few in positions of responsibility in communities. The administration and accountability for all Athletic programs should rest with the School Boards through direct administration by the coaches in the school in conjunction with the administrators in the schools.

Finally I would like to make a few comments on existing current * B.C.T.F. policies pertaining to the school athletic programs. I wonder what percent of the delegates at the past two AGM's are committed to intra-mural or extra-mural clubs or teams? I question the right of a heterogeneous group to tell me how to organize, select or coach my rugby or tennis team once I have made the commitment to do so. These arbitrary policies concerning boys and girls teams and the question of integration are <u>not</u> I believe supported by the people who are concerned with these programs. There are many successful co-educational programs such as badminton, tennis, co-ed volleyball and there are successful teams for boys and girls. To reiterate schools should continue to operate in this autonomous manner regardless of the demands of minority groups. The composition of teams should be the decision of each school according to its philosophy. As well the gifted student in athletics should be encouraged to participate in interschool competition in school teams selected on the basis of skill.

Intra-mural programs should be organized with the opportunity for all students to participate. Finally the B.C.P. and V.P.A. will support the B.C. P.E. Teacher's Association in their attempt to maintain flexibility and autonomy in matters pertaining to physical education instruction and extra-curricular activities.

MENS SANA IN CORPORE SANO

"A good combination of the universal and the specific - a very classy production."

... Nic Watkins
Principal
Houston Senior Secondary

FROM A COACH'S POINT OF VIEW

Bob Mackay, Teacher-Coach, P.E. Department Head
Templeton Secondary School, Vancouver

I received a letter from a Secondary School teacher Mrs. Dorothy Donothing. She writes:

To Whom It May Concern:

I will be brief and to the point. Alfonso Smith, who is enrolled in my class and who, I believe plays Rugby for the school team, has been a most negative influence in my class. He is a poor achiever and does little to improve his standing. If Alfonso does not improve rapidly I will recommend, to the Principal, that he be removed from the rugby team. You do realize, of course, that athletics is a privilege and not a right?

Sincerely,
Mrs. D. Donothing

This letter serves to exemplify the role that athletics plays in many of our high schools today. The belief that athletics is a privilege and not a right is supported by many educators. Athletics is often used as a pawn to discipline a student. It is the carrot on a stick" or the "candy bar" approach to ensure or encourage prescribed behaviour. Very few educators subscribe to the idea that athletics is a legitimate subject with a number of educational objectives. Instead athletics must seek a role outside the curriculum and as a result is subjected to numerous abuses.

Perhaps I become too emotional when discussing the role of athletics. Perhaps I have seen too many individuals grow physically, emotionally, socially and mentally, as a result of athletics. Perhaps I have been in too many locker rooms. As a result, my attitude towards the present role of athletics in our schools, is one of concern and dismay.

Today I wish to elucidate upon a very different view of athletics - a view from a coach's vantage point. The view is based on the idea that athletics is a right and not a privilege.

The same educators, who believe that athletics is a privilege and not a right, I am sure would not quarrel with the following statement:

"The major purpose of education is to render each individual free to become himself, to realize limitations and potentialities and to contribute to an improved quality of living for himself and others."

I submit that athletics can significantly assist in the fulfilment of the major purpose of education.

Unfortunately many educators refuse to accept that athletics has a place in the curriculum and are only concerned with including the acquisition of knowledge about flowers, animals and other assorted facts, in the curriculum. In fact our students know more about plants and animals than they know about themselves. Our society has accepted the fact that an industrial education teacher instructs twenty students, in curricular time, but what reaction would ensue if the rugby teacher were to instruct twenty members of his team, in curricular time and give students credit for such a course? Surely athletics plays just as prominent and as important a role in our society as carpentry, automotives, etc. I question the philosophy or rationale that excludes athletics from the curriculum, while other subjects like industrial education, art and music are included. Many educators claim that

athletics is part of the Physical Education responsibility. If so, why is athletics not included in the curriculum?

Of all the disciplines offered in a Secondary School, athletics is one of the few subjects that introduces the notion of temporality into the curriculum. Most subjects fail to deal with students in the present. Instead future goals are established. Goals for the future are but fairy tales, as the rapidity of change has made it impossible for even the most clever clairvoyant to predict the future. The future and the past do not exist, except as figures of speech. Reality can only be expressed in the present. The present can be expressed as the meeting of the past and the future and thus, it is the present that should concern us. All too often we deal with students as objects, to be shaped and processed for the future. Not so athletics. Athletics gives us the opportunity to deal with students, as subjects, in the present and bring to them immediate mental, emotional, social and physical benefits.

In all educational institutions there should be only one type of programme - an educational programme. Unfortunately in our schools we have a dichotomy; curricular and extra-curricular programmes.

It is becoming increasingly more difficult for the athletic programme to maintain its educational image, as it is not given the same rights as the curricular subjects. It is time that athletics played its rightful role in our school. It is time for athletics to become a curricular subject. A ludicrous situation exists. The athletic department is perhaps one of the largest departments in terms of participation and time and money spent. It is probably the leading department in terms of memories, "esprit de corp", and educational benefits. Not many subjects include benefits in the mental, emotional, social and physical realms.

Perhaps you might agree with my rationale but why should we change the present athletic model?

I believe the present athletic model is beginning to outlive its usefulness. Let us consider a few of the symptoms.

A large number of schools are finding it increasingly difficult to secure a sufficient number of coaches, as many teachers are turning away from athletics to pursue financial rewards, family responsibilities, professional development courses and in many cases teachers feel they are not sufficiently qualified to coach a given team. It is ironic; never have we had such highly qualified coaches but never have we had so few. As a result programmes are dropped, or worse, poor quality programmes are offered. Many schools do not have as large a number of students turning out for teams, as in the past. As a result, divisions that were once filled are now vacant. I believe that there are many reasons for a drop in participation; inability to make a team, jobs, other commitments and interests, poor programmes, to name a few.

These are symptoms of a growing unrest and perhaps signal the demand for change. Many of us who are cognizant of the importance of athletics must lead this change. We must lift our heads out of the sand and study the climate.

I have furnished a few reasons for change but how will the inclusion of athletics into the curriculum assist athletic programmes?

If athletics become part of the curriculum a sufficient number of qualified teachers, capable of providing a quality athletic programme would be supplied. Incompetence in the curricular subjects is not tolerated to the

same degree as found in the extra-curricular area. Educators would be teaching a sport as part of their teaching assignment. A teacher, for example, could have the following assignment; social studies 9, social studies 10, English 9 and Senior Rugby. These courses would be timetabled into the course of a normal or extended day. Why shouldn't a teacher instruct from 1:00 p.m. to 6:00 p.m., while others teach from 9:00 a.m. to 3:00 p.m. or 10:00 p.m. to 4:00 p.m. or 2:00 p.m. to 7:00 p.m. To ensure a teacher had a complete teaching load two or three teachers could be assigned to teach a given course. An example; teacher A would teach social studies 9 until November, when he would begin to coach the Senior boys basketball team. Teacher B, who finished coaching rugby in November, would take over teacher A's social studies class.

The "Vanves experiment" or the "1/3 school experiment" offers another method of providing time for athletics within the curriculum. The French School and other such experiments that offer physical activity 1/3 of the time have shown the benefits of physical activity on mental and physical growth. Each day more scientific proof is available to demonstrate the benefits of physical activity. Where is the rationale for more academic time at the expense of physical activity?

The teachers involved in athletics would have time for proper preparation, for professional development, teachers meetings and time for his or her family, if athletics were included into the curriculum. At present, I question the rationale that a teacher is hired for two jobs but paid for one.

The funds to operate athletic classes would come from government sources and such nonsense as chocolate bar drives and car washes would not consume valuable time. What is wrong with the taxpayer paying for a quality education. In any case, as taxpayers, at present, we pay for our athletic programme when we are pressured into buying a chocolate bar or a raffle ticket.

All students wishing to participate in an athletic programme would be accommodated, as we would be using our facilities more efficiently and an adequate number of coaches would be available. Also students now excluded because of other commitments would have an opportunity to participate. At present many athletic programmes are determined on the basis of available expertise or the likes or dislikes of a coach. Under the "Curriculum method" a community needs assessment would be taken and teachers would be assigned on the basis of the needs of the community. No longer would we see programmes built to great heights, only to see them collapse, when a particular teacher leaves. The math programme is never cancelled when a teacher leaves but I can list a number of athletic programmes that have suffered; as a result of losing a coach.

Yes, timetables would have to be adjusted and perhaps seasons adjusted and school board would have to employ more teachers but I believe the benefits would far outweigh the costs.

The development of a timetable either extended or based on the "1/3 physical activity" concept would be developed to suit the needs and interests of a particular school and therefore, little would be gained by describing an example. However, there are still a few questions outstanding.

What would be the relationship among physical education, athletics and intra-murals? The student involved with a particular team would be excused from physical education until the student had finished the season and then the student would enter the Physical Education programme. This is one method of ensuring daily physical activity.

The intra-mural programme would be an extension of the physical education programme and as such the P.E. department would receive curricular time to establish a programme. Not all students would wish to enter an athletic programme but may wish to participate in an intra-mural programme. Those involved in an athletic programme would not be eligible for the intra-mural programme.

I believe the following scheme could be employed to institute the "Curricular Plan". First the High School Federation could strike a committee to investigate the validity of what I have said about the present athletic model. Once securing the backing of all local athletic associations, the Federation could develop a brief for presentation to the provincial government and all local boards.

It is time we spoke out. We have sat in silence for the last two years and listened, patiently to criticism. We should be pleased that criticism was offered - at least someone knows we exist. The climate I believe is right for such a presentation, as the public is becoming more aware of the importance of physical activity, as speeches, articles and advertisements constantly express the importance of physical fitness. Also, I have indicated before, more and more scientific data is available to support a case for increased physical activity.

Perhaps you don't like the idea. But what are the options?

Option 1: Stay with the present model.

I submit that if we stay with the present model, athletics will, within five to ten years join the do-do bird and the Great awk. We need sufficient expert help to run a good athletic programme.

No longer can we ignore the following statement from the task force on the status of women:

"A disproportionate amount of time funding and coaching expertise is spent on the few at the expense of the majority."

We must ensure that all who wish an athletic programme can be accommodated. Under the present model we cannot assure that all interested students can be accommodated.

Option 2: We could drop the athletic programme and let the community accept the responsibility.

I recognize that the community does a good job in some areas but they do not have sufficient expertise nor do they always utilize athletics to meet educational goals. I am sure we have all received athletes from community programmes and have realized that they have not mastered many of the mental, social, emotional and physical skills necessary to the development of a mature citizen.

Option 3: Establish the Soviet system of sport clubs.

Clubs like the Red Army and Spartak could be established but at a great cost, as facilities and coaches would be needed. If athletics were removed from an educational setting, perhaps the physical development of the elitist athlete would be the only goal pursued. Under the "Curricular Scheme" the less skilled athlete can be accommodated.

Option 4: We could scrap the Athletic programme and pursue an Intra-mural programme. Personally I cannot accept this alternative as I am an "elitist".

By elitist I mean:

I prefer hard work to laziness
Dedication to apathy
Good health to poor health
Disciplined to undisciplined
High physical fitness to low physical fitness
Motor skill development to no skill development
Physical challenge to lack of challenge
Excellence to mediocrity

I am not against an intra-mural programme but it could never nor was it ever intended to take the place of an athletic programme. An intra-mural programme could never achieve the benefits, just mentioned, to the same degree, as that of an athletic programme.

I therefore, respectfully submit that from a coach's point of view, we have only one, viable option at present. The athletic programme must become part of the curriculum, so that all students may reap the benefits of a genuine educational experience. Let us promote in our school, the idea that athletics is a right and not a privilege, in light of the physical, emotional, social and mental benefits of physical activity.

FROM AN ATHLETE'S POINT OF VIEW

Gord Stewart, Outstanding High School and University Athlete presently a Fitness Director at the Occupational Health Service, B.C. Department of Health

First of all I'd like to consider the role of athletics from my point of view. If you think this is meaningful to you then perhaps you can decide what role the school should play.

Athletics are often referred to and justified as a character builder. With that in mind I would like to quote J. Michener from his new book Sport In America.

I am very doubtful that big time sports, whether high school, college, university or professional do much to alter or enhance the character of the young men who participate. Those who enter the system with strong characters formed at home and who fall under the guidance of a good coach emerge strengthened in their convictions... But if the boy already has a weak character and if he falls into the hands of an irresponsible coach, the effect of sports can be disastrous, and he may well wind up a weaker person than when he began.

When doing a paper at university I came across the following:

> Who really believes in the value of rugby for building social graces? Cooperation, tolerance, group activity, and many other often-cited products of the sport are really only minor by-products and can result perhaps, but cannot be taught, I don't believe. There must be a much greater reason for playing than building strong social consciences...I feel that the significance of sport is individual in nature.

And Paul Weis in his excellent book, Sport, A Philosophic Inquiry holds a similar view:

> Like many another important objectives, character is most effectively achieved when attention is not directed to it but elsewhere - in this case to sport itself as a finality serving no other end.

What these men are hinting at is that we do not have to justify sport or athletics. It has its own intrinsic rewards.

What are these rewards? Instead of trying to put it into my own words I thought I'd quote some athletes - a little oral plagarism might me more meaningful.

1. George Leigh Mallory in Everest, The West Ridge. (He is a mountain climber, but an athlete nonetheless.)

"The first question which you will ask and which I must try to answer is this, "What is the use of climbing Mount Everest?" and my answer must at once be, "It is no use." There is not the slightest prospect of any gain whatsoever. Oh, we may learn a little about the behaviour of the human body at high altitudes, where there is only a third of an atmosphere, and possibly medical men may turn our observation to some account for the purpose of aviation. But otherwise nothing will come of it. We shall not bring back a single bit of gold or silver, not a gem, nor any coal or iron. We shall not find a foot of earth that can be planted with crops to raise food. It's no use.

So if you cannot understand that there is something in man which responds to the challenge of this mountain/ and goes out to meet it/ that the struggle is the struggle of life itself/ upward and forever upward/ then you won't see why we go. What we get from this adventure is just sheet joy/ and joy is, after all, the end of life. We do not live to eat and make money. We eat and make money to be able to enjoy life. That is what life means/ and what life is for."

2. And Juha Vaatainen, a world class distance runner from Finland said:

"I enjoy the applause. But I realize this is only temporary. I live each day at a time and seek only my own pleasure. I long to discover new faces every day. But I also like solitude. Running for me is a very lonely affair. I very often train alone.

I don't like to go round a track. Outside competition I never do it. Actually stadiums were invented for spectators, not for runners. We have nature and that's much better."

3. And Seymour Kleinman in a Quest Magazine article called "Towards A Non-Theory Of Sport" said about athletics:

"In overstepping our limitations, in touching the extreme boundaries of man's world, we have come to know something of its true splendor. In my worst moments of anguish, I seemed to discover the deep significance of existence of which till then I had been unaware. I saw that it was better to be true than to be strong. The marks of the ordeal are on my body. I was saved and I had won my freedom. This freedom which I shall never lose, has given me the assurance and serenity of a man who has fulfilled himself."

Athletics means striving for excellence through the physical. It means a great amount of happiness, joy and satisfaction; so much so that I wondered if, after athletics the rest of my life would be somewhat anti climatic.

Athletics must be available, just as art and music must. There must be an outlet for those who wish to test themselves in a difficult way; to challenge themselves and go beyond the ordinary.

Therefore I say that I do believe in athletics and athletics in the schools, but not at all costs.

a. Not at the expense of the general student body. I'm sure everyone here would agree that competition and achievement are right for some. But for most perhaps the goal should be First Class Health and Physical Education and an opportunity for sufficient skill learning so they can happily pursue physical activity throughout their lifetime.

For example consider the situation of the senior basketball team having the gym from 4-6 p.m. while the intramurals league with many more participants having it from 3:20 - 4:00 p.m.

It had always been that way so when I was in Grade 12 and 13 (on the basketball team and in charge of intramurals) I never thought it should be any different.

Now looking back, that philosophy multiplied by a number of schools is perhaps why my job of re-education and reconditioning adults is such a challenging one.

b. Not at the expense of introducing student athletics rather than lifetime activities or at least ensuring that the students think of lifelong involvement.

Student athletics have failed if afterwards the person is inactive.
e.g. When I came to B.C. I was pleased to see the prevalence of rugby and soccer in the schools - both sports having excellent carry-over possibilities which apparently are being realized by the many post secondary participants.

Other examples of good transition are the slimmed down hammer thrower who is running 3 miles a day or the footballer playing squash and tennis regularly.

One is then lucky he has seen both sides of the coin. He has pursued excellence but at the same time remains active often his competitive days are over thus enhancing his fitness and health.

Finally it would appear that the school is as logical a place as any to run an athletic (or excellence) program.

However, we might consider possibilities such as:

a. School teams only practicing in the evening leaving after school time for recreation.

b. Examining the applicability of sports school/sport club system such as is found in Eastern Europe. There education and athletics are both very important. The sport club set up would ensure that neither would have to be compromised for the other. This need not involve great costs as the same facilities, same equipment and same coaches could be used.

c. Implementing and requiring a coach's certification program for high school coaches. Perhaps then any teacher whether in commerce, English, mathematics, etc., could coach a school based team - if they had the interest and ability.

Perhaps the time has come for school boards to stop thinking that P.E. teachers should shoulder the bulk of the coaching responsibilites out of the goodness of their hearts.

"Panel was well chosen and provided a good perspective of the problems and successes."

... Ed Silva White
Supervisor of P.E.
Burnaby

FROM A PARENT'S POINT OF VIEW

Nev Munro

Practicing lawyer in North Vancouver; Parent of five with an extensive personal background in sport, including Olympic Basketball, competition: 1948

Athletics! What's in a word? It has been defined as "sports and games requiring physical strength and skill; the practice and principles of physical training."

The raison d'etre of a high school is academic discovery and development. Many educators and, indeed, the public at large believe that physical and mental health go hand in hand and are not mutually exclusive. It is generally accepted that the growth and development of a strong, active body does enhance mental health and does help create a better climate for learning. Nevertheless, the "lay" public may be puzzled by the apparent failure of our educators and administrators to define objectives in the field of athletics. Or have their aims been defined but not disseminated! To many people, the high school program consists of inter-high school contests and little more. But surely inter-high school competition is the showcase only and not the "guts and feathers" of the program. Or am I wrong?

The physical education priorities of parents and others are as varied as the backgrounds and personalities of these individuals. The thinking of any parent is greatly affected by his own personal athletic experiences and the coordinative abilities and personalities of his children. Here is one parent's priority list for a high school athletic program: -

1. FITNESS

A strong conditioning and fitness program should have top priority. Place the emphasis on imparting to students an understanding of physical health and the long term benefits of fitness. Make them conscious of fitness. Institute fitness standards and routines and work at them. At worst, this will instill some self-discipline in the student and at best will establish fitness as an integral part of living. A strong fitness program should be equally as compulsory as the academic requirements in high school.

2. PERSONAL DEVELOPMENT ACTIVITIES

Tumbling, gymnastics, synchronized swimming and diving are examples of activities which should be important ingredients of the athletic diet. These activities challenge the student and help develop a measure of poise and self-confidence.

3. LIFETIME SPORTS

Adequate exposure to lifetime sports is essential. The basics of the racquet sports (badminton, tennis, squash, racquet ball), golf, bowling, archery, cross-country running, and the like should be introduced and practised. Each person needs a healthy and continuing interest in physical recreation and the student's appetite should be whetted during school years.

4. INTRA-MURALS

Without a strong intra-mural program, the vast majority of students are robbed of the opportunity to experience the exhilaration of team games. This is a tragedy. Lack of time, facilities or "sponsor" teachers may place a contraint on intra-murals. Nevertheless, great strides can be made at schools graced with administrators, teachers and students who really want to make it work.

Intra-murals are alive and well at the universities. Am I wrong when I say that many children attend high schools with no intra-mural system? Is it not feasible to have an active intra-mural program which uses early morning, noon and after school hours? Some staff and student organization, student referees and scorers, and facilities which are opened and made available for intra-mural use, should do the trick. Is it only student apathy which hinders the development of intra-murals? Or does the strength or weakness of the intra-mural system in a school largely depend upon the philosophy of the administration in that school? Perhaps some administrators need to be motivated or shaken out of their lethargy!

5. INTER-HIGH COMPETITION

The pursuit of excellence must be encouraged. Each individual needs the opportunity to improve himself and excel through application and hard work. Inter-high school team competition affords the "cream of the crop" the chance to compete. This is worthwhile, but everything must be kept in perspective.

The "first teams" or "rep teams" represent a small percentage of the school population. Should we evaluate the importance of these teams in the overall program? Do some of them receive disproportionate allotments of gym and facility time? Do they consume a disproportionate number of the teaching and after school hours available to the physical education staff? Is there a better way of employing the time and energies of the staff and others involved in the program? Is the girls' side of the program shortchanged? Do some of the "rep teams" require such financial aid for equipment and trips that other school athletics suffer or cannot function?

The "winning is everything" philosophy has spread, and often stifles participation. Coaches succumb to this philosophy because of competitive pressures. Being a coach or a leader is uniquely difficult. It's an art not a science. In the true sense, a good coach is a well-adjusted, empathetic individual. He addresses himself to the aspirations and sensibilities of the players and any victories come naturally and without damage to his players. The mature coach nurtures and revels in the growth of all of his players, not just the "superstars".

Should we not, wherever possible, maximize the use of our facilities and give more students the chance to take part in the competitive side of the program? The "not quite so skilled" and the late-maturing players are often sidelined and discouraged.

English rugby is probably our finest participation game. But even it could be improved at the high school level by permitting larger numbers to play the game. Why not liberalize substitutions in English rugby?

Should the line system (similar to lacrosse and hockey) be adopted in high school basketball? This change could treble the number of active basketball players. Permanent bench sitters are the norm in our basketball program. Why? Is this justifiable? After all, sport is nothing if it isn't fun and the student should graduate with the feeling that he has "had a fair chance" and has enjoyed his competitive years.

6. CHARACTER BUILDING

A famous British university has the credo "Manners Makyth Man". Ideally, the athletic program should operate so that students learn respect for their fellows, and for their coaches, sponsors and opponents. This requires a program which is fairly applied by well-motivated leaders and coaches.

7. A PROPER BALANCE

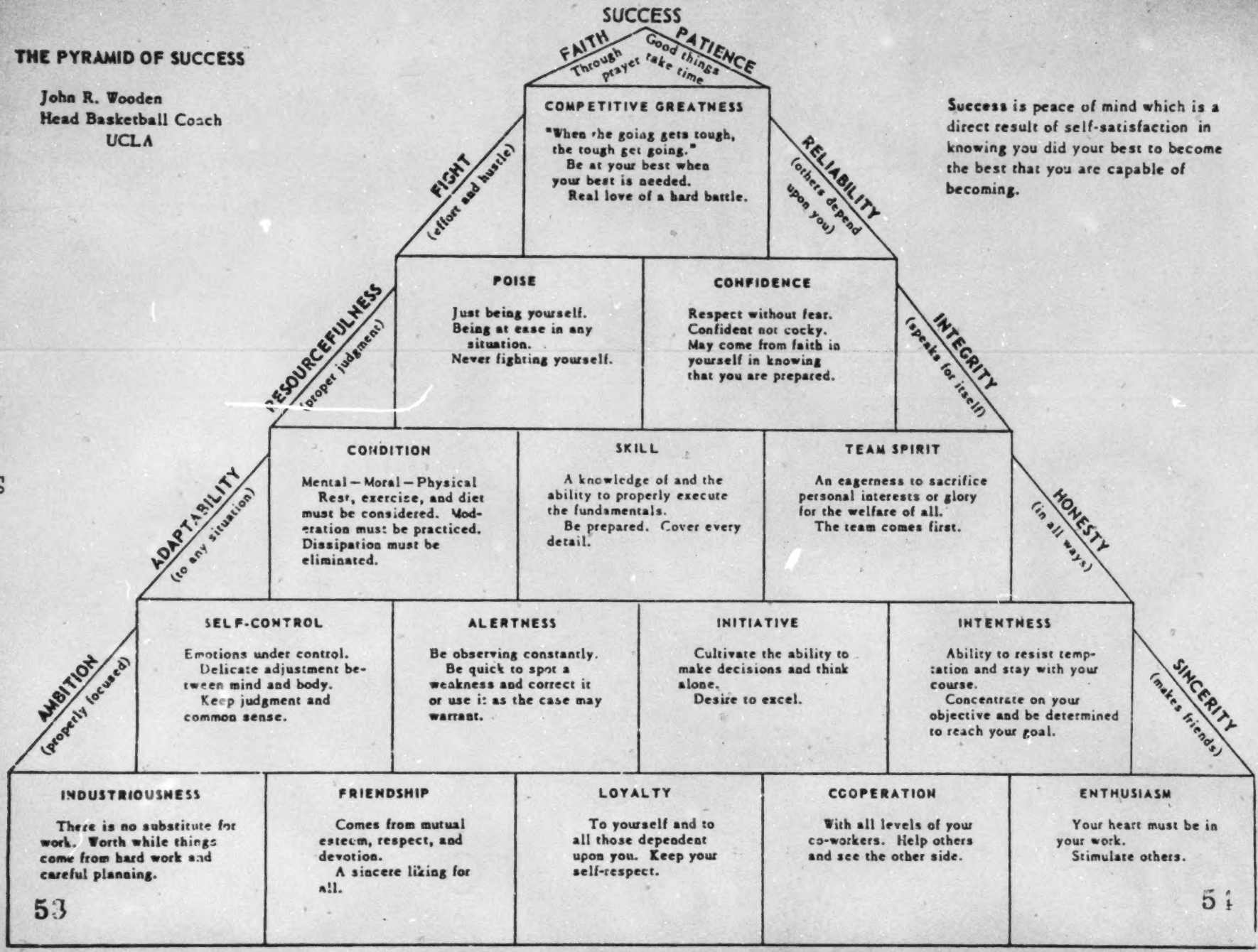
A planned program will control the allocation of money, time and energy so that there is equal emphasis on the boys' and girls' programs.

If a broad base of participation is developed, the competitive side of the program takes care of itself. Examine the music programs in many of our schools. In many schools, hundreds of students learn and appreciate the fundamentals of music and the competitive concert bands and expert jazz bands flourish from this base. Is this the trend in our athletic program?

We must clearly and positively fix our goals for high school athletics. Does the program meet the tests of reasonable people? Is it designed to do the most for the greatest number? Is it fair and humane? Does it foster greater participation? Indulge in some soul-searching! Perhaps better things can be achieved!

THE PYRAMID OF SUCCESS

John R. Wooden
Head Basketball Coach
UCLA


SUCCESS
FAITH
Through prayer
PATIENCE
Good things take time
COMPETITIVE GREATNESS
"When the going gets tough, the tough get going."
Be at your best when your best is needed.
Real love of a hard battle.
FIGHT
(effort and hustle)
RELIABILITY
(others depend upon you)
POISE
Just being yourself.
Being at ease in any situation.
Never fighting yourself.
CONFIDENCE
Respect without fear.
Confident not cocky.
May come from faith in yourself in knowing that you are prepared.
RESOURCEFULNESS
(proper judgment)
INTEGRITY
(speaks for itself)
CONDITION
Mental – Moral – Physical
Rest, exercise, and diet must be considered. Moderation must be practiced. Dissipation must be eliminated.
SKILL
A knowledge of and the ability to properly execute the fundamentals.
Be prepared. Cover every detail.
TEAM SPIRIT
An eagerness to sacrifice personal interests or glory for the welfare of all.
The team comes first.
ADAPTABILITY
(to any situation)
HONESTY
(in all ways)
SELF-CONTROL
Emotions under control.
Delicate adjustment between mind and body.
Keep judgment and common sense.
ALERTNESS
Be observing constantly.
Be quick to spot a weakness and correct it or use it as the case may warrant.
INITIATIVE
Cultivate the ability to make decisions and think alone.
Desire to excel.
INTENTNESS
Ability to resist temptation and stay with your course.
Concentrate on your objective and be determined to reach your goal.
AMBITION
(properly focused)
SINCERITY
(makes friends)
INDUSTRIOUSNESS
There is no substitute for work. Worth while things come from hard work and careful planning.
FRIENDSHIP
Comes from mutual esteem, respect, and devotion.
A sincere liking for all.
LOYALTY
To yourself and to all those dependent upon you. Keep your self-respect.
COOPERATION
With all levels of your co-workers. Help others and see the other side.
ENTHUSIASM
Your heart must be in your work.
Stimulate others.

Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming.

J.S. Young photo

THE PYRAMID OF SUCCESS

John R. Wooden
former Head Basketball Coach, U.C.L.A.
Player and Coach - National Basketball Hall of Fame

Lest I fail to follow the proper protocol, I think I'll merely say, Bob, Ladies and Gentlemen, and Nellie.(I don't want to forget Nellie, she's sitting back there somewhere). I think Ladies and Gentlemen should include all of you, and if it doesn't I don't think you can hold me personally responsible.

You know, when someone has the chore of introducing someone else they feel obligated to say some nice things about them. The thing is, you mustn't let it affect you. Now there are ways that can help prevent this, and I'll give you a couple of examples. One is grandchildren -- I'll explain that by saying in 1961, we had just won our 7th National Championship, we'd had a fine year, and in April of that year, Fred Pischler known in Los Angeles as the voice of the Bruins (he broadcasts all of the UCLA basketball and football games) devoted a special half-hour program to the UCLA basketball team and their coach. Mrs. Wooden and I were out of the city when this program was aired. So when we returned, the station invited us to a luncheon and presented us with a tape of this program and a tape recorder on which to play it. The following Sunday, being creatures of habit, as most of us are, after church services we went by home to change into something more comfortable, and as we almost always did, headed for the San Fernando Valley, where our children live. We went to our daughter's first and then on to our son's later. While at our daughter's, we took this tape recorder and tape along with us and we were playing it. While it was going one of my grandaughters said - "Papa, isn't it embarrasing to sit there and listen to someone say those nice things about you?" "Yuk", she said. That seemed to be in vogue at the time. I never quite figured out what "Yuk" means, but they were using it a great deal then. She said - "Yuk - that would embarass me". The second grand-aughter said, "Embarassing? He's lapping it up". So they have a way of keeping you in your place.

About the same time in April, a little squib appeared in the paper back in my home state of Indiana. It was the South Bend, Indiana paper. I taught school in South Bend, Indiana, for a number of years prior to World War 2, and after my discharge at the close of the war, I went back to this high school and finished off the school year. That spring, I was invited over to Elcart, Indiana, some 15 miles from South Bend to speak at their Spring Sports Benefit. 25 years later, in 1971, they had in the paper a little squib that they had in there in 1946. They have in the papers back there, something like "one year ago today" "five years ago today" "10 years ago today" and "25 years ago today". I don't know if you have those up here, but they do have back there, and in this instance they had there "25 years ago today, John Wooden, English Teacher/Coach from South Bend Central High School was invited to be our Spring Sports banquet speaker - although we had hoped to get some prominent person". I asked a friend to send me a copy of that and it had two arrows pointing to those last words. So there are ways to help keep introductions and such things that are a bit flattering in proper perspective.

I'm sorry I didn't get in for more of the meeting this morning and hear more of the speakers but I did hear some, and I'd like to state before getting into my main topic, that I'm very much in favour of interscholastic and intercollegiate athletics. I think they serve a very important purpose. I think they have many faults; I think the democratic form of government has many faults, many weaknesses, but I think it's by far the best. We're never going to get perfection. Although that's what we must be interested in trying to attain, and work towards, but we must also be realistic and know that it can never be attained. I think the problems with intercollegiate and interscholastic athletics are not the athletics themselves but often the individuals in charge. We humans are in charge of them, and we're weak and we have faults. However I don't think the athletics themselves can be condemned because of that. We should try to weed out those who are weaker than others and those who tend to get the proper perspective of athletics out of line. I'm completely for them and I think they serve a wonderful purpose. They do not

replace or displace intramural athletics or recreational activities or physical education. They serve another purpose. If they were only for the physical well-being of the participants, we should not have them at all. Because that utilizes only a comparative few. But it's what those comparative few do, and give to others, the spectators, that I think makes them very worthwhile. I do not believe in any way, of trying to eliminate quality just to bring up quantity any more than I believe in building up the weak by tearing down the strong. And sometimes it seems to me there are those that get to promoting that particular idea. We should build up the weak by tearing down the strong, and we should be more concerned with quantity than we are about quality. I disagree heartily. However, that's not my topic today, although I could use that topic and speak to some length on it.

My topic is a Pyramid of Success. I'd like to give you the background of this, and tell you that this is the philosophy that I have tried to use as a teacher, and I think when coaching basketball at UCLA, I was a teacher - just as I was when I was teaching English in High School in Indiana State.

I graduated from Perdue University in 1932, and entered the teaching profession. Shortly afterwards I was somewhat disillusioned and concerned over the unwarranted pressure that I felt was being placed upon the students in my classes, primarily the English classes. Parents wanted them all to make A's, or to receive an A, I should say, regardless of whether they earned it or not. If the youngsters received an A, I was a good teacher, if they received a B, I was young and inexperienced, and maybe I'd learn,if their youngsters received a C, the average grade, that was alright for the neighbours children, but not their own. If their youngster received anything less than that, of course I was an abject being and I didn't understand them because I didn't have children in school. Later on when my own children went to school, then I got the point a little more... and then when my grandchildren went... as a matter of fact, there's a teacher down in Orange County right now, that doesn't understand my oldest grandson at all. Now I didn't believe that was right or the way to judge, because the good Lord in His infinite wisdom didn't create us all equal as far as mentality is concerned, any more than he did as far as physical appearance is concerned, or as far as size is concerned, or as far as environment is concerned. We are all not equal at all, and I didn't agree with the manner of determining the basis of success, as far as the students were concerned. Now I know how athletic teams and teachers of athletic teams are judged. The percentage method is used. If you win them all, you're reasonably successful, and I do say reasonably, because at UCLA, I had the good fortune of having several undefeated teams and you would think that would satisfy all our alumni. But it didn't however, because some of them invariably, on some games, had thought we should have won by a larger margin, and they had backed up their thoughts in a substantial way. They then were unhappy when you didn't win by more than you did. One fellow asked me one time, "What happened up at Berkley?" I said, "I thought we did well. We won by 9 and we played well." "Well", he said, "we won by 20 down here... so I gave them 18...".Well I understand that, and it doesn't bother me particularly, because I expect it. As a matter of fact, the last game I coached, was at San Diego for the National Championship against Kentucky in 1975. After we won the championship, we went back to the hotel where many of our alumni were; they'd asked the team and the coaches to make an appearance to let them pay their respects. So we did. And one very eminent UCLA alumnus, a very active man in all alumni activities, who donates heavily to the progress fund at the University, and is a very fine man and a real follower, grabbed me and he was so happy and he said, "We did it, we did it." He said, "You let us down last year, but we got them this year." Even that didn't disturb me. It might have disturbed me a number of years prior to that, and I might have reacted a little bit differently, but this time, it just amused me more than anything else. I understand that however, and never will become too alarmed about it because I understand why, and the background of it. But I didn't like this other, as far as the mark in school was concerned, and I began searching for something to change that as far as I personally was concerned.

I came up with my own definition for success and perhaps this is the only true original thing I might have. Mr. Webster of course, tells us that success is either the accumulation of material possessions, or the attainment of a position of power or prestige, or something of that sort. While I think those are most worthy accomplishments, I don't think they necessarily indicate success. So after spending some time and giving it a great deal of thought, I came up with my own definition. I chose to define success as - "Peace of mind, which can be attained only through self satisfaction, of knowing that you did your best to become the best you are capable of becoming." And only you will really know that. You can fool everyone but yourself. You can never become your best, and perhpas you can never even do your best to become your best, but you can make the effort to do your best to become your best, and I

think that's the answer there. That's one of the reasons, for example, you cannot find a player who ever played for me at UCLA that can tell you that he ever heard me mention 'winning' a basketball game. He might say I inferred a little here and there, but I never mentioned winning. Yet the last thing that I told my players, just prior to tipoff, before we would go on the floor, was, "when the game is over, I want your head up - and I know of only one way for your head to be up - and that's for you to know that you did your best. You're the only one that will know that, and that doesn't just mean for during the course of the game. That means what you've been doing during the week. Because if you've done what you should have been doing during the week, the game will take care of itself. If you're good enough, you will outscore the opponent... if you're not, the opponent will outscore you, and that's exactly the way it should be." So that has sort of been the philosophy that I have tried to use; that I have tried to live by and coach by, teach by and get across to the youngsters under my supervision. Successfully with some, certainly; successfully with all, not at all. No, I'm sure not. But I am sure that it has helped to some degree. It has helped some more than others, and I think overall it has been extremely helpful to myself.

Now if you're going to be able to use this philosophy, it requires many things, so after coming up with the definition I was looking for something to build on, to make it a little more objective perhaps. I came up with the idea of a pyramid, because a pyramid is made up of many blocks. I thought I would name these blocks and build up to an apex - success - according to this particular definition that I had.

This is the idea in a sense (see diagram) with success here at the top, and these blocks building up to it. Now if any structure is to have any real strength and solidity, it must have strong cornerstones. In the middle 1930's when I started working on this, (I completed if after World War 2 in the late 1940's), I placed two blocks as the cornerstones and I've never changed them.

One is Industriousness. There is no substitute for work. If you're looking for the easy way, the short cut, there is no way you can come close to doing as well as you're capable of doing. Grantland Rice, in my opionion was the greatest sports writer of all times. I'm sure some of you have heard of him and read some of his works. He gave many things in verse. I like poetry, all kinds, good and bad. I like things in verse. My Masters thesis, as a matter of fact, was on poetry. Grantland Rice wrote on how to be a champion and he said:

> You wonder how they do it and you look to see the knack,
> You watch the foot in action, or the shoulder, or the back,
> But when you spot the answer where the higher glamours lurk,
> You'll find in moving higher up the laurel covered spire,
> That the most of it is practice and the rest of it is work.

There is no substitute for work. Some spend so much time trying to find the tricks of the trade, they never learn the trade itself. Work. There is no substitute.

The other cornerstone is Enthusiasm. I believe you must enjoy what you're doing. If you're going to be able to come close to doing your best. you must enjoy it. I don't think you can do well, doing something that you don't like to do, that you're not enthusiastic about. I think as a teacher, you must stimulate those being taught. You must stimulate them. I think enthusiasm rubs off on those with whom you come in contact. And if you don't like what you're doing I don't think you're going to stimulate those under your supervision. Whether you're teaching English, Math, basketball, or football, whatever it might be, you have to be enthusiastic about it if you're going to make the most of whatever abilities you may have. When I went to UCLA some 28 years ago, shortly after I was there I attended a lecture one evening to hear a gentleman speak on a topic for which I had no interest whatsoever. You may say, "Why did you go?" Well, for the same reason maybe some of you are here, somebody told me to go. My

superiors told me to go, and I was there. I sat up close to the front so they could see I was there. You see I was new, it was my first year at UCLA; I wasn't established. I suppose if that had happened three or four years ago, I might have said, "I don't believe I'm going to go." I could have said that because I was established. But at that time, I was not. So there I was and I wasn't looking forward to it. I was fidgeting around. I hoped he wouldn't talk too long. But he changed me, he changed me, and I think more than any other reason it was because of his enthusiasm for his subject. I was actually sorry when he brought his remarks to a close. Yet I hadn't wanted to go and didn't care to hear what he had to say about a topic in which I had no interest. A few days later, I was coming across the UCLA campus, returning from the office and I passed the library. I didn't intend to do this; it was not my purpose at all in going across the campus, but I turned into the library and found myself almost subconsiously browing around the stacks looking for additional information about a topic in which I thought I had no interest whatsoever, and didn't have, just a few days before. Yes, enthusiasm brushes off on those with whom you come in contact. I often wonder how many wonderful things I've missed out on that didn't hit me just right. Enthusiasm, I think belongs as a cornerstone for success.

Across the base of the pyramid, between the two cornerstones, sort of holding them there and giving more soli ity, I have three things that are very much alike. One is Friendship, one is Cooperation and one is Loyalty. Friendship, Cooperation and Loyalty, all very much alike because they include in one way or another, others. We are so dependent on others and we must have the help of others in so many ways if we're ever going to be able to make the most of what we have. Mr. Webster tells us that friendship comes from mutual esteem, respect and devotion. Mutual friendship must be worked at. It's not enough that someone is doing something for you. That's not friendship - he's just being friendly. Unless you give too, it isn't friendship. Friendship is a mutual thing. Loyalty. You must have someone, some cause, something to whom or about whom you must be loyal if you're going to be able to make the most of what you have. Cooperation, oh yes, with so many, so many, in so many different areas. You as a teacher, a coach, an administrator have people whose supervision you're under; you have people who are under you supervision, and you must have their cooperation and you must learn to disagree without being disagreeable. You must know that we must work together if we're going to accomplish anything really worthwhile. Because united effort will get things done and the surest way to get the cooperation of others is to be cooperative. You know they say that politeness and courtesy is a small price to pay for the goodwill and affection of others, but it is a certain way to get it, and it is the way to get cooperation besides. So these three things, I think, are very important holding blocks in the base of the pyramid.

In the second tier, I have four blocks: Alertness, Self-control, Initiative and Intentness. Let me take up self-control first. If you're going to make the most of what you have, you must maintain your self-control. You must keep things in perspective. You must have bounds if you're going to make the most of whatever you have. When emotion takes over, reason flies out the windo . You cannot make good decisions when emotions take over. You cannot antagonize and influence at the same time and when you lose your self-control, you are very likely to antagonize. I don't care whether you're teaching youngsters in the classroom or whether it's your children at home. At times you're going to have to criticize them; you're going to have to discipline them, and if it is done without reason, if it is done with emotion, you lose your effectiveness. You criticize, you discipline, not to punish, but to help, to improve, to correct, to prevent. It's for a purpose and when you do it to punish, in my opinion, you lose the effectiveness of what you're trying to do. So you must maintain your self-control because you're going to have decisions to make. (For a long time, someone made decisions, all decisions for all of us. Then there came a time when we got to make some ourselves, way too late in our opionion just as our youngsters today feel we make decisions for them way too long. And maybe we do. Perhaps it's because of our love and concern that we do and you know I think it's so true that one of the worst things we can do for those we really love is to do things for them that they should and could do themselves. Yet we're inclinded to do that). However we all have decisions to make and we must maintain our self-control if we're going to be able to make them effectively and function near maximum potential. Alertness.

There's something going on around you all the time from which you can learn, if you're just open-minded and if you don't have that narrow tunnel-vision that you sometimes see that guards have on a basketball court. They see the basket airight, but they don't see their teammates that are working hard to get open. You see that quarterback going back to pass sometimes. He's looking for one person, and he doesn't see someone else wide open. He has that tunnel-vision. We want you to be able to see, be open-eyed, open minded; see all the things that are going on around about you. Abraham Lincoln said he never met a person from whom he didn't learn something. Even though many times it was something not to do, that's learning just the same. And we sometimes forget it. (Abraham Lincoln said many things that make so much sense. He was criticized for being kindly towards Southerners by some of the Northerners, who wanted to exploit and take advantage. They said you should destroy your enemy, not make friends out of them. And he said, am I not destroying my enemy when I make a friend of him? Sometimes we forget that. Certainly you are and perhaps more permanently than you could in any other way). We must be alert and aliwe and see, because something is going on at all times that can help us. Initiative. There again, as I said a moment ago, someone makes decisions for you for a long time, but there comes a time when you have to make decisions on your own. You must have the initiative to do so. You must know quite well that you are not perfect, that you're going to make mistakes. But you must not be afraid to act because you're afraid of making mistakes or you won't do anything, and that's the greatest mistake of all. We must have initiative, and act and know that we're going to fail at times, for failure will only make us stronger if we accept it properly. We must have initiative. The fourth thing is Intentness. Intentness I believe is setting a goal, being intent on reaching that goal, and knowing quite well that we're going to experience much adversity along the way. There's going to be many obstacles to overcome, but that's where we get stronger. We know we get stronger physically by adversity, and in every other way, especially mentally, adversity makes us stronger - and we mustn't quit. We may have to back up when we come up against adversity, look the situation over, size it up and do something different. We may have to go over, around, under. We can't just lower our head and try to burst through. We just can't do that. Things are accomplished more through faith and other things than force. Yet sometimes, we think force is the only way. We must size up the situation; we must not quit. We must set that goal, and know full well that if the goal is worthwhile it <u>should</u> be difficult to attain or achieve. Good things take time and they wouldn't be good if they were easy to attain. Therefore, we must be intent on reaching our goal regardless of the obstacles and adversity that beset us along the way.

In the very heart of the structure I have three things: one is Condition, one is Skills and one is Team Spirit. Condition. You have to be conditioned for what you're doing. I don't care whether you're an athlete or whether you're a surgeon or whether you're a pilot. Whatever you are, you have to be conditioned for what you're doing. It takes different types of conditioning for different things. I'm quite confident that you could never have physical conditioning of the type we want unless you're mentally conditioned, unless you're morally conditioned, unless you're spiritually conditioned. Because how can you be morally conditioned if you're not spiritually conditioned? About the first of October every year that I coached at UCLA I would have a meeting with my players. Practice starts on Oct. 15. That is controlled by the NCAA. So two weeks prior to that I would have a meeting with my players and have them fill out many forms. Insurance forms, office forms, class schedules and various things. Then I would go over a number of things that we would be looking forward to in this particular season, things that I felt could be helpful and I would say, among other things, "we're going to be in better condition than any team against whom we will participate." I didn't say we're going to be in good condition; I didn't say we're going to be in as good condition as other teams; I'd say "we're going to be in <u>better condition</u> than any team against whom we'll participate", and there's a big difference. I would add, if you and I will accept the responsibility for doing that as it's a dual responsibility. My responsibility is to plan our practice schedule in such a way that you're going to get the right amount of work. My responsibility is to study and analyze each and every one of you as an individual and realize that no two of you are identical. Even though you are alike in many respects, no two are identical. I must not think for example, that you need as much work as you do, or that you need the same type of

work that you do. You're all different, and I must devise drills in such a manner that each and every one of you are going to get the right amount of the proper type of drill. I must study. That's why every day during our basketball season, I met with my assistant (when I had an assistant) and spent a minimum of two hours planning a practice session that is going to take less than 2 hours but not over two hours (from an hour and a half to two hours). It takes longer to plan a practice session than it does to go through the practice session, if you do it properly. It brings to mind the instance when one of the men that I admire, past president of the United States, Woodrow Wilson was asked to speak one time and he said, "How long do I have to speak?" And they said, "Well, does that make a lot of difference?" And he said, "It does. If you want me to speak an hour or so, it will take no preparation. If you want me to speak for five minutes, that will take several hours of preparation." Sometimes that's right. Because it's awful hard to keep quiet when you don't have anything to say at times. So planning effective practices is crucial. That is the coach's responsibility. The players have a responsibility too. What is their responsibility? It begins when practice closes until they return to the next practice. What they do in between practices is going to have as much to do with their physical conditioning as what you do during practice. They must accept this responsibility. Do you expect perfection? No. Don't expect perfection from them; they're not perfect any more than you are. But they're going to work towards that aim always, and the better you can get them to accept that idea, the better condition they're going to be in when it comes to playing the game. So they have their job just as the coach has his job to do too. One player said, "Well coach, shouldn't we have enough responsibility to work on the floor too?" And I said, "No. That's my responsibility to see that you do. And I'm going to do that." They soon learn that if they're not going to work, they're not going to be there. I always felt the greatest punishment that I could give to my players, was to deny them the privilege of practising. To deny them the privilege. I never ran a player after a practice under the guise of conditioning. I never kept them late, by trying to say, it would be good for their conditioning. Well, that's punishing them - I didn't do that. My players knew that our practices were going to close at such and such a time, and we'd close at that time. We didn't wait until sometime later. We closed at a certain time. I also wanted my practices to close on a high note. I wanted our last drill to be a drill that my players would enjoy. The very last drill. Something that they would get fun out of so they would leave practice to go to the dressing room in a good frame of mind, looking forward to returning to practice the next day. I always felt that was important. I think it's important for the coach too, and I think it's important for the coach's wife, that the coach leave in a good frame of mind. (And that's expecially true for the young coaches). Yes, conditioning is extremely important and it is a dual responsibility of both the coach and the players. Surgeons have to be conditioned for what they're doing, as does every man in every profession, even though the requirements are not always the same.

Now the center block is Skill - the knowledge of and the ability to quickly and properly execute the fundamentals. There again, that would be true of any profession, it's merely knowing your stuff. And knowing it isn't quite enough, because you have to be able to execute it. Many people can tell you a great deal about things but they can't go out and do them. You need doers; they must not only know how, they must be able to do it. You must have the skills. In a sense as I say, there's no substitute for work, neither is there any substitute for knowing yourself. You must know, you must have the skills and be able to execute them and execute them quickly.

And then the third thing is Team Spirit, or working together. I choose to consider this nothing more than consideration of others. I always feel that if the heads of state of the various nations throughout the world had true consideration for others, we wouldn't be involved in these periodical wars. We're involved because we get selfish and think only of ourselves and not of what's best for all mankind. And if we only would do that, really, truly, I think that we would cut down many of the problems that exist between the nations of the world. I believe it most sincerely. Consideration for others; you have to give to receive. Perhaps it's a trite saying, but it is so true, and it is proven in so many ways. Many of you out there have received honors. Why did you receive honors? For something you did. For something you gave. When you give, you receive and that's the way it should be. They

say there was a man, they called him Mad- the more he gave, the more he had. They say there's a mystical law of nature that the three things that mankind craves most-happiness,freedom,peace of mind-can only be attained by giving them to someone else. I think there's much truth to it. When you give you receive. Team spirit we must have. We must put others above self. I once heard it defined as the willingness to lose oneself in the group for the good of the group. I didn't like that. For willingness denotes to me a certain amount of apathy. You're doing it because somebody else wants you to. Not because you want to do it. When your eager to do something you're enthusiastic, and then I feel you have a chance of doing better. I want them eager to lose themselves in the group for the good of the group; to be thinking of the group goal, the team goal, rather than the individual goal. And as the team does well, or as a business does well, there'll be credit for all within. The person heading up a situation of this type, the leader is very important. For as Wilbur Petersen says in his book, the Art of Living, under the Essay of Leadership, "The leader is interested in finding the best way, not in having his own way, the leader makes sure that his followers understand that they're working with him, not for him. The leader is out in front and says follow me, not behind saying, get going." I think those things are so true. We must have the feeling of consideration for others. One of the things I'm most proud of during my years at UCLA, was that never did a season pass that I didn't receive letters from custodians of places where we had played, indicating that the UCLA basketball team had always left the dressing rooms and the shower rooms cleaner than any team ever had. Does that happen just because it happens? No. You have to work at it. I sometimes had to start picking up myself. And when you do it, then they say, "We'll do that coach." I don't think there's a reason to leave gum wrappers on the floor. There is no reason to leave towels in front of this bench, and this one, and this one. There's a place for them. If there's no receptacle, pile them all neatly together in a place where they can be gathered up. There's no reason to leave orange peels around on the floor. There's no reason to leave soap on the bottom of a shower floor, where someone might slip and be hurt. Someone's going to have to pick that up. Try to get your players to do that, and you're doing them possibly a greater service than teaching them to play defense. But they'll play defense better if you teach them to do those things too, because they will help each other and have consideration for others. For when you have that you help number one much better than you do anyone else. We must have consideration for others.

Now right above those three blocks in the heart of the pyramid I have two things: one is Poise and one is Confidence. I thought a long time before I put poise in there because it's so much like self-control. Poise is just being yourself. When you maintain your poise, you don't fly off the handle. In other words you don't lose your self-control. You do what you're capable of doing. It is so necessary that you maintain your poise if you're going to be able to do what you're capable of doing. I thought about taking poise out of the pyramid but I never did I left it there.

The block next to it is Confidence. You must have confidence in yourself. Now how in the world are you going to have confidence? Well, you can have it if you're in condition, but you can't be in condition unless you're industrious. You can have it if you have the skills, but you can't have the skills unless you're enthusiastic and industrious. So these blocks just build up one on the other. You must have confidence.

Then right above those two I have Competitive Greatness. And that means being at your very best when your very best is needed. There are those who sometimes, if the situation becomes difficult, are not at their best and then there are others who really glory in a tough situation. Grantland Rice said in the "Great Competitor"...

Beyond the winning and the goal
Behond the glory and the fame,
He feels the flame within his soul, born of the
spirit of the game,
And where the barriers may wait, built up
by the opposing Gods,

He finds a thrill in bucking fate and riding
down the endless odds.
Where others wither in the fire or fall below
some raw mishap,
Where others lag behind or tire and break
beneath the handicap,
He finds a new and deeper thrill to take him
on the uphill spin,
Because the test is greater still, and something
he can revel in.

The great competitor; he enjoys it when it's difficult. Is there any real satisfaction, is there any real pleasure or joy derived from doing something that anybody can do? Is there any joy from overcoming something that certainly you should be able to overcome or that anyone else could overcome? No. But there's great joy in participation. When the opponent is worthy (and you don't have to outscore him) you are still going to get tremendous joy from the contest. That doesn't mean that you shouldn't try to outscore him, but that you are going to get the greatest satisfaction, the joy and pleasure, whether or not you do outscore him. So competitive greatness is also important.

Now at the apex of success on the one side I have Faith, and on the other side I have Patience. These little things tie it in right at the top. Faith and Patience. Good things take time. You must have faith if you are to do the things you're going to have to do to be able to come close to realizing your potential. This doen't mean to outscore someone. This means to do the best you can do. That's the best; no one can do more. Angels can do no more than that. Then you will have the self-satisfaction of knowing that you did your very best to become the very best that you are capable of becoming. You made that effort. And you must have patience. You must not expect success overnight. The way that some of the girls' athletic teams are expecting it now, they want it overnight. It can't be that way ladies, it can't be. It's coming, and so much more is being done, and it's long overdue. It's coming. But don't expect it overnight. As the women's athletic director at UCLA said to me a few years ago, "If I have a girl that's good enough to make the men's basketball team - would you let her come out?" I said, "Certainly, certainly, I'd be delighted, if she's good enough." "And if I have some boys that are good enough to make the girls' team, would it be alright if they came out." She said, "No." I said, "Well I don't understand, you want them to come out with the boys' team, but you don't want...do you want mixed athletics or not?" "Well," she said, "We wouldn't have any." "Well, there's something to think about there." I told her. And that doesn't mean that I was anti-girls athletics at all. I am for them. I think they are long overdue and I think they're coming but the change cannot occur overnight. You cannot expect in one year to have what the men's athletic programs have worked on for years and years and years to build up. But it's coming, should be coming, so have faith and patience and it will come. We must have faith and patience. Good things take time. So all of these things are important.

I have a number of other things tying the blocks in along the side but I won't discuss them now. I would like to give you something that George Moriarity, Major League Baseball Umpire in the United States wrote some years after I had completed this pyramid. I think he tried to do with the words that he wrote, what I tried to do with they pyramid. He called it "The Road Ahead of the Road Behind", and he said...

Sometimes I think the fates must grin,
as we announce them and insist,
The only reason we can't win
is the fates themselves have missed.

Yet there is on the ancient cunning
we win or lose within ourselves.
The shining trophies on our shelves
can never win tomorrows game.
Yet you and I know deeper down
there's always a chance to win the crown,
But when we fail to give our best,
we simply haven't met the test
Of giving our all and saving none,
until the game is really won.
Of showing what is meant by grit,
of fighting on when others quit,
Of playing through , not letting up,
it's bearing down that wins the cup.
Of dreaming there's a goal ahead,
but hoping when our dreams are dead.
Of praying when our hopes have fled,
yet losing - not afraid to fall
If gamely we have given all,
for who can ask more of a man
Than giving all within his span?
giving all, it seems to me
Is not so far from victory,
and so the fates are seldom wrong,
No matter how they twist and wind,
if you and I can make our fate,
We open up, or close the gate on the road ahead of the
road behind.

I find particularly significant the words "who can ask more of a man than giving all within his span. Giving all, it seems to me, is not so far from victory." I believe that's what I tried to impress upon my players. The last thing I would say to my players before a game, was, "When it's over I just want your head up." I believe he's saying the same thing. You can do no more than your best. Do something about yourself. You cannot do anything about the other team but do what you can do, and the less you worry about what they can do, the better you're going to do. I tried very hard through the years to try to stay away personally and to keep my players away from heights and depths. I never wanted them to feel that winning a basketball game was any matter of great importance, nor was losing a basketball game. However failure to do your best in anything you do that's worthwhile is of some importance. Then you've lost a bit of pride. While I think pride is important for peace of mind, too much pride can be your downfall too. It must be kept in perspective as well.

I'm going to close with one other thing that sort of hit me I guess, being here in Canada. Something from Grantland Rice. You already probably have the idea that I admire his works in many ways. I thought I had all of them. I thought I'd read all of the things he's written. However in the middle 1960's, I found myself in a situation that had me somewhat ill at ease. With not too much peace of mind as one would expect. I found myself supremely critical of youngsters in our country that were coming up to Canada or going to the Scandinavian countries to avoid the draft. I was very critical. "Draft Dodgers". I didn't like it, didn't like it at all. When you find yourself supercritical of something, it hurts you. It's like jealousy. You're the one jealousy hurts. Envy; you're

the one it hurts if you are envious. Greed; you're the one that's hurt. These things all hurt oneself. I found this happening to me, nevertheless, and riding across the country one time, I picked up a magazine and found a poem by Grantland Rice. This poem helped me. This poem has nothing to do with athletics in any way.

Grantland Rice was a foot soldier in World War 1. He was at the front in the infantry and went through some of the horrors of front line action in France. After one battle he came back behind the lines and sat down and wrote some lines that he called the "Two Sides of War" and he said:

All wars are planned by older men in council rooms apart,
They call for greater honour, and map the battle chart.
But out upon the shattered fields where golden hopes are grey,
How very young the faces are, where all the dead men lay.
Courtly and solemn in their pride, the elders cast their vote
For this, for that, for something else that sounds the warlike note.
But when their sightless eyes stare up, gone are all their joys,
I notice nearly all the dead were hardly more than boys.

The average age of our fatalities in World War 1 was 18. World War 11 about the same. Well, I still disapprove of avoiding the draft, and I wouldn't want my son to run away, but it made me a little less critical and a little more understanding about what some of the youngsters might be facing. So you can get help from strange places at strange times for various things. Prior to that I only thought I had help from Grantland Rice in matters pertaining largely to sports although some of his thoughts I think have great carry over value.

I don't believe that sport is the only character builder we have. There are those that question whether sport is character-building at all. I think it is. For everyone? No, not for everyone, but I think for so many. I think the good far outweighs the bad. I'm for it. I hope we keep it.

I hope you people work towards not only keeping it, but improving it. For when we can improve the people that are running the sports, then we have improved the sports. You've been a very gracious and attentive group to speak to and that makes it much easier as I do dislike, when I'm speaking, to finish before you do. Thank you.

Bob Stebbings, Conference Chairman, looks on while Ray Towers, BCFSAA President, makes a presentation to Coach Wooden

64 *J.S. Young photo*

Some of the Conference Committee members pause briefly for this shot.

Clockwise from top left:
Rick Marks, Program and Speakers
Gary Conley, Social
Bob Stebbings, Conference Chairman
Ellie Molnar, Displays

J.S. Young photo

OTHER COMMITTEE MEMBERS INCLUDE

Judy MacLeod	Registration/Reception
Clive Hughes Ann Carlson	Displays
Tony Whitham Bob Ash	Publicity
Bill Whyte John Narbett	Program and Speakers
Bob McGill Rich Chambers George Caldow	Social
Don Steen Ann Kirk Bobbie Lieb	BCFSAA Office

"Great job by the committee - enjoyable Conference."
... W.E. Grant